

# Main Criteria: Bible-Based Writing Lessons

## Secondary Criteria: Kansas Academic Standards

### Subject: Language Arts

Grades: 9, 10, 11, 12

### Bible-Based Writing Lessons

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

## Kansas Academic Standards

### Language Arts

Grade 9 - Adopted: 2023

#### STANDARD Reading: Literature

##### BENCHMARK Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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#### STANDARD Reading: Literature

##### BENCHMARK Language in Reading: Literature

INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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#### STANDARD Reading: Informational

##### BENCHMARK Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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#### STANDARD Reading: Informational

##### BENCHMARK Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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#### STANDARD Reading: Informational

##### BENCHMARK Language in Reading: Informational

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Presentation of Knowledge and Ideas</b>	
INDICATOR / PROFICIENCY LEVEL	SL.9-10.4.	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	

INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 10 - Adopted: 2023

<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>

INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.4.	Present information, findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance and style are appropriate to purpose, audience and task.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language Arts

Grade 11 - Adopted: 2023

### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.

### STANDARD Reading: Informational

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### STANDARD Reading: Informational

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

### STANDARD Reading: Informational

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.4.	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task.
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**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	

INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	

INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	

INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	

INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	

INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
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BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD** **Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** **Speaking and Listening**

BENCHMARK		Presentation of Knowledge and Ideas
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.4.	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely and logically for a specific purpose, audience and task.
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**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**STANDARD** Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD** Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** Reading: Informational

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD** Reading: Informational

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STANDARD** Reading: Informational

BENCHMARK		Language in Reading: Informational
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>	<b>Speaking and Listening</b>	

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.

<b>STANDARD</b>	<b>Reading: Informational</b>	
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BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD**

**Reading: Informational**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STANDARD**

**Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**

**Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.

**STANDARD**

**Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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**STANDARD**                      **Reading: Literature****BENCHMARK**                      **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**STANDARD**                      **Reading: Literature****BENCHMARK**                      **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.11- 12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD**                      **Reading: Literature****BENCHMARK**                      **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.11- 12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11- 12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational****BENCHMARK**                      **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STANDARD**                      **Reading: Informational****BENCHMARK**                      **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RI.11- 12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
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**STANDARD**                      **Reading: Informational****BENCHMARK**                      **Language in Reading: Informational**

INDICATOR / PROFICIENCY LEVEL	RI.11- 12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
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INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD** **Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD** Speaking and Listening

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

**STANDARD** Reading: Literature

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**STANDARD** Reading: Literature

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** Reading: Literature

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>

INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 03: Unit 3 Retelling Narrative Stories, p. 29-36

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**STANDARD** **Reading: Literature**

**BENCHMARK** **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
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**STANDARD** **Reading: Literature**

**BENCHMARK** **Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STANDARD** **Reading: Literature**

**BENCHMARK** **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
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**STANDARD** **Reading: Literature**

**BENCHMARK** **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.
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**STANDARD** **Writing**

**BENCHMARK** **Text Types and Details**

INDICATOR / PROFICIENCY LEVEL	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1.a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts****Grade 10 - Adopted: 2023****STANDARD****Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.

**STANDARD****Reading: Literature**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

**STANDARD****Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

**STANDARD****Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.

**STANDARD****Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts****Grade 11 - Adopted: 2023****STANDARD****Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**STANDARD****Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.

**STANDARD****Reading: Literature**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD****Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts**

Grade 12 - Adopted: 2023

**STANDARD****Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<b>STANDARD</b>		<b>Reading: Literature</b>
BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Literature</b>
BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>		<b>Writing</b>
BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
BENCHMARK		Research to Build and Present Knowledge

INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
<b>STANDARD</b>	<b>Writing</b>	

<b>BENCHMARK</b>	<b>Range of Writing</b>	
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
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<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
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<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 04: Unit 3 Retelling Narrative Stories, p. 37-44

**Kansas Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
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<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
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<b>BENCHMARK</b>	<b>Craft and Structure</b>	
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 10 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	

INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	

INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	

INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	

INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	

INDICATOR / PROFICIENCY LEVEL	W.9-10.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>
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INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.3.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
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INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
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INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 9 - Adopted: 2023

#### STANDARD

#### Reading: Literature

#### BENCHMARK

#### Key Ideas and Details

INDICATOR /  
PROFICIENCY  
LEVEL

RL.9-  
10.3.

Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.

#### STANDARD

#### Reading: Literature

#### BENCHMARK

#### Craft and Structure

INDICATOR /  
PROFICIENCY  
LEVEL

RL.9-  
10.4.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

INDICATOR /  
PROFICIENCY  
LEVEL

RL.9-  
10.5.

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

#### STANDARD

#### Reading: Literature

#### BENCHMARK

#### Language in Reading: Literature

INDICATOR /  
PROFICIENCY  
LEVEL

RL.9-  
10.10.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

#### STANDARD

#### Reading: Literature

#### BENCHMARK

#### Language in Reading: Literature

INDICATOR /  
PROFICIENCY  
LEVEL

RL.9-  
10.11.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

INDICATOR

RL.9-  
10.11.a.

Use context to determine the meaning of a word or phrase.

#### STANDARD

#### Writing

#### BENCHMARK

#### Text Types and Details

INDICATOR /  
PROFICIENCY  
LEVEL

W.9-10.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

INDICATOR

W.9-  
10.3.c.

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 10 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	

INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	

INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	

INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	

INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	

INDICATOR / PROFICIENCY LEVEL	W.9-10.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>
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INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 11 - Adopted: 2023

<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>

INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>

INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
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INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
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<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	

INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	

INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>
INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
<b>STANDARD</b>	<b>Writing</b>	

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.9-10.7b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.9-10.1.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
INDICATOR	RL.9-10.11d.	Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.11-12.1.</b>	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.11-12.10.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.</b>

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD** **Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

**STANDARD**

**Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**

**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**

**Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STANDARD**                      **Reading: Informational**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD**                      **Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>

INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Language Arts

Grade 9 - Adopted: 2023

### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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### STANDARD Reading: Informational

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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### STANDARD Reading: Informational

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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### STANDARD Reading: Informational

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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### STANDARD Reading: Informational

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 10 - Adopted: 2023

STANDARD

Reading: Literature

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD** **Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD** **Reading: Informational**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.9-10.7b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards**

**Language Arts**

Grade 11 - Adopted: 2023

**STANDARD**

**Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Purposes</b>	
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR      RL.11-12.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**      **Reading: Informational**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL      RI.11-12.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / PROFICIENCY LEVEL      RI.11-12.2.      Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**STANDARD**      **Reading: Informational**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL      RI.11-12.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

**STANDARD**      **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL      RI.11-12.10.      Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD**      **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
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INDICATOR      RI.11-12.11.a.      Use context to determine the meaning of a word or phrase.

INDICATOR      RI.11-12.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**      **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL      RI.11-12.13.      Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.9.</b>	<b>Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.</b>

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.12.</b>	<b>Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</b>

**STANDARD****Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**STANDARD**                      **Reading: Literature**

**BENCHMARK**                      **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL      RL.9-10.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD**                      **Reading: Literature**

**BENCHMARK**                      **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL      RL.9-10.11.      Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

INDICATOR      RL.9-10.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**                      **Reading: Informational**

**BENCHMARK**                      **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL      RI.9-10.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL      RI.9-10.2.      Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD** **Writing**

BENCHMARK		Text Types and Details
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INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
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INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD**

**Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**

**Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	

INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	

INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	

INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	

INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	

INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
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BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
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INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD** **Writing**

BENCHMARK		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
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INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>	<b>Speaking and Listening</b>	

<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 09: Unit 5 Writing from Pictures, p. 77-84

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>
INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Kansas Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2023

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>
INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

**STANDARD Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR W.9-10.10.c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL W.9-10.12. Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR SL.9-10.1a. Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

INDICATOR SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.9-10.7.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL SL.9-10.8. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Kansas Academic Standards

## Language Arts

Grade 11 - Adopted: 2023

### STANDARD

#### Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
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INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
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### STANDARD

#### Writing

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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### STANDARD

#### Writing

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### STANDARD

#### Speaking and Listening

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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### STANDARD

#### Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

#### STANDARD **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

#### STANDARD **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1.a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 10: Unit 5 Writing from Pictures, p.85-90

**Kansas Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>
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INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.9-10.7b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts**

Grade 10 - Adopted: 2023

**STANDARD****Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2023

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>
INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts**

Grade 12 - Adopted: 2023

**STANDARD****Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD** **Writing**

**BENCHMARK** **Range of Writing**

INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD** **Speaking and Listening**

**BENCHMARK** **Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** **Speaking and Listening**

**BENCHMARK** **Language in Speaking and Listening**

INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**STANDARD** **Writing**

**BENCHMARK** **Text Types and Details**

INDICATOR / PROFICIENCY LEVEL	W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
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INDICATOR	W.9-10.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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INDICATOR	W.9-10.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.9-10.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR SL.9-10.7.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards****Language Arts**

Grade 10 - Adopted: 2023

**STANDARD** Writing

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>

INDICATOR W.9-10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

INDICATOR W.9-10.3.d. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

INDICATOR W.9-10.3.e. Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

**STANDARD** Writing

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>

INDICATOR / PROFICIENCY LEVEL W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD** Writing

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR                      W.9-10.10.c.                      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD    Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL                      W.9-10.12.                      Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD    Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR                      SL.9-10.1a.                      Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR                      SL.9-10.1c.                      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

INDICATOR                      SL.9-10.1d.                      Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD    Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR                      SL.9-10.7.b.                      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD    Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL                      SL.9-10.8.                      Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**STANDARD****Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.

**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</b>

INDICATOR	W.11-12.3.c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
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INDICATOR	W.11-12.3.d.	Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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INDICATOR	W.11-12.3.e.	Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative.
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<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD****Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR SL.9-10.7.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL SL.9-10.8. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 10 - Adopted: 2023

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL RL.9-10.11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

INDICATOR RL.9-10.11.d. Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**STANDARD Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD**

**Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**

**Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 11 - Adopted: 2023

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Integration of Knowledge and Ideas</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	

INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
<b>STANDARD</b>	<b>Writing</b>	

<b>BENCHMARK</b>	<b>Range of Writing</b>	
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
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<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
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<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
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<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
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<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>

INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
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**STANDARD** **Writing**

**BENCHMARK** **Range of Writing**

INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD** **Speaking and Listening**

**BENCHMARK** **Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** **Speaking and Listening**

**BENCHMARK** **Language in Speaking and Listening**

INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**STANDARD** **Reading: Literature**

**BENCHMARK** **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR      RL.9-10.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL      RI.9-10.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

INDICATOR / PROFICIENCY LEVEL      RI.9-10.2.      Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL      RI.9-10.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR      RI.9-10.11.a.      Use context to determine the meaning of a word or phrase

INDICATOR      RI.9-10.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL      RI.9-10.13.      Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.

**STANDARD**      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**STANDARD** **Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD** **Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD** **Reading: Informational**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.7.</b>	<b>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection and research.</b>

**STANDARD**                      **Writing**



## Language Arts

Grade 11 - Adopted: 2023

### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.

### STANDARD Reading: Informational

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### STANDARD Reading: Informational

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

### STANDARD Reading: Informational

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD**                      **Writing**

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>

INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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# Kansas Academic Standards

## Language Arts

Grade 12 - Adopted: 2023

### STANDARD Reading: Literature

#### BENCHMARK Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### STANDARD Reading: Literature

#### BENCHMARK Language in Reading: Literature

INDICATOR / PROFICIENCY LEVEL RL.11-12.10. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

### STANDARD Reading: Literature

#### BENCHMARK Language in Reading: Literature

INDICATOR / PROFICIENCY LEVEL RL.11-12.11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR RL.11-12.11.d. Verify the preliminary determination of the meaning of a word or phrase.

### STANDARD Reading: Informational

#### BENCHMARK Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / PROFICIENCY LEVEL RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### STANDARD Reading: Informational

#### BENCHMARK Craft and Structure

INDICATOR / PROFICIENCY LEVEL RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

### STANDARD Reading: Informational

#### BENCHMARK Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.

INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>		<b>Speaking and Listening</b>

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>

INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 10 - Adopted: 2023

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Integration of Knowledge and Ideas</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	

INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
<b>STANDARD</b>	<b>Writing</b>	

<b>BENCHMARK</b>	<b>Range of Writing</b>	
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
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<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
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<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
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<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
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<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
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<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>

INDICATOR      RL.11-12.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL      RI.11-12.1.      Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / PROFICIENCY LEVEL      RI.11-12.2.      Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL      RI.11-12.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATOR / PROFICIENCY LEVEL      RI.11-12.7.      Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL      RI.11-12.10.      Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR      RI.11-12.11.a.      Use context to determine the meaning of a word or phrase.

INDICATOR      RI.11-12.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
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**STANDARD** **Writing**

**BENCHMARK** **Range of Writing**

INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD** **Speaking and Listening**

**BENCHMARK** **Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** **Speaking and Listening**

**BENCHMARK** **Language in Speaking and Listening**

INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**STANDARD** **Reading: Literature**

**BENCHMARK** **Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD** **Reading: Literature**



INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**STANDARD** **Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD** **Reading: Literature**

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD** **Reading: Informational**

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.4.</b>	<b>Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.5.</b>	<b>Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b>

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.7.</b>	<b>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.8.</b>	<b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection and research.</b>

**STANDARD**                      **Writing**



## Language Arts

Grade 11 - Adopted: 2023

### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.

### STANDARD Reading: Informational

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### STANDARD Reading: Informational

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

### STANDARD Reading: Informational

BENCHMARK		Integration of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>

INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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# Kansas Academic Standards

## Language Arts

Grade 12 - Adopted: 2023

### STANDARD Reading: Literature

#### BENCHMARK Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

### STANDARD Reading: Literature

#### BENCHMARK Language in Reading: Literature

INDICATOR / PROFICIENCY LEVEL RL.11-12.10. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

### STANDARD Reading: Literature

#### BENCHMARK Language in Reading: Literature

INDICATOR / PROFICIENCY LEVEL RL.11-12.11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR RL.11-12.11.d. Verify the preliminary determination of the meaning of a word or phrase.

### STANDARD Reading: Informational

#### BENCHMARK Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

INDICATOR / PROFICIENCY LEVEL RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

### STANDARD Reading: Informational

#### BENCHMARK Craft and Structure

INDICATOR / PROFICIENCY LEVEL RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.

### STANDARD Reading: Informational

#### BENCHMARK Integration of Knowledge and Ideas

INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.

INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>		<b>Speaking and Listening</b>



INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 10 - Adopted: 2023

**STANDARD** **Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**

**Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

BENCHMARK		Language in Writing
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INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**STANDARD** **Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 18: Unit 7 Inventive Writing, p. 159-166

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>



<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
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INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**STANDARD** **Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

Grade 12 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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INDICATOR	RI.9-10.10.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.10.	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.</b>
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INDICATOR	RI.9-10.10.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
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INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
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INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.9-10.9.	Draw evidence from literary or informational texts to support analysis, reflection and research.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.9-10.7b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts**

Grade 11 - Adopted: 2023

**STANDARD****Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD**                      **Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD**                      **Writing**

BENCHMARK		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
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INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD****Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts**

Grade 12 - Adopted: 2023

**STANDARD****Reading: Literature**

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.11-12.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>

INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
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INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD****Writing**

BENCHMARK		Research to Build and Present Knowledge
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.9.	Draw evidence from grades 11-12 literary or informational texts, to support analysis, reflection and research.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

## Kansas Academic Standards

### Language Arts

Grade 9 - Adopted: 2023

**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.10.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.</b>

INDICATOR	RI.9-10.10.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR	W.9-10.10.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts****Grade 10 - Adopted: 2023****STANDARD****Reading: Informational**

BENCHMARK		Language in Reading: Informational
INDICATOR / PROFICIENCY LEVEL	RI.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.

INDICATOR	RI.9-10.10.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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**STANDARD****Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>

<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>

<b>BENCHMARK</b>		<b>Language in Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 11 - Adopted: 2023

<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Integration of Knowledge and Ideas</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.

<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.

INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Research to Build and Present Knowledge</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Integration of Knowledge and Ideas</b>	

INDICATOR / PROFICIENCY LEVEL	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in media or formats as well as in words in order to address a question or solve a problem.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Purposes</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>
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INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Research to Build and Present Knowledge</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 22: Unit 8 Formal Essay Models, p. 193-200

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**STANDARD Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
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INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR SL.9-10.7.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD** Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts**

Grade 11 - Adopted: 2023

**STANDARD** Writing

BENCHMARK		Text Types and Purposes
INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

INDICATOR W.11-12.2.a. Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.

INDICATOR W.11-12.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR W.11-12.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.

INDICATOR W.11-12.2.d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.

INDICATOR W.11-12.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD** Writing

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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<b>STANDARD</b>		<b>Speaking and Listening</b>
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<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

<b>STANDARD</b>		<b>Writing</b>
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<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
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INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

**BENCHMARK** **Production and Distribution of Writing**

INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD** **Writing**

**BENCHMARK** **Range of Writing**

INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD** **Speaking and Listening**

**BENCHMARK** **Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** **Speaking and Listening**

**BENCHMARK** **Language in Speaking and Listening**

INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 23: Unit 8 Formal Essay Models, p. 201-206

**Kansas Academic Standards**

**Language Arts**

**STANDARD****Writing**

BENCHMARK		Text Types and Details
INDICATOR / PROFICIENCY LEVEL	W.9-10.2.	Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.
INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD****Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.9-10.7b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.8.</b>	<b>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

**Kansas Academic Standards**

**Language Arts**

**Grade 10 - Adopted: 2023**

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.2.</b>	<b>Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</b>
INDICATOR	W.9-10.2a.	Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.
INDICATOR	W.9-10.2b.	Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.

INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.9-10.2.d.	Use precise language and domain specific vocabulary to manage the complexity of the topic.
INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</b>

INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
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INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	

INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Purposes</b>	

INDICATOR / PROFICIENCY LEVEL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
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INDICATOR	W.11-12.2.a.	Introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic.
INDICATOR	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 24: Unit 9 Formal Critique and Response to Literature, p. 207-212

**STANDARD**                      **Reading: Literature****BENCHMARK****Key Ideas and Details**INDICATOR /  
PROFICIENCY  
LEVELRL.9-  
10.2.

Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.

INDICATOR /  
PROFICIENCY  
LEVELRL.9-  
10.3.

Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.

**STANDARD****Reading: Literature****BENCHMARK****Craft and Structure**INDICATOR /  
PROFICIENCY  
LEVELRL.9-  
10.4.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

INDICATOR /  
PROFICIENCY  
LEVELRL.9-  
10.5.

Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

**STANDARD****Reading: Literature****BENCHMARK****Language in Reading: Literature**INDICATOR /  
PROFICIENCY  
LEVELRL.9-  
10.10.

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

**STANDARD****Reading: Literature****BENCHMARK****Language in Reading: Literature**INDICATOR /  
PROFICIENCY  
LEVELRL.9-  
10.11.**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.**

INDICATOR

RL.9-  
10.11.a.

Use context to determine the meaning of a word or phrase.

**STANDARD****Writing****BENCHMARK****Production and Distribution of Writing**INDICATOR /  
PROFICIENCY  
LEVELW.9-  
10.4.

Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR /  
PROFICIENCY  
LEVELW.9-  
10.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**



## Language Arts

Grade 10 - Adopted: 2023

### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.

### STANDARD Reading: Literature

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.

### STANDARD Writing

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR                      W.9-10.10.c.                      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL                      W.9-10.12.                      Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR                      SL.9-10.1a.                      Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR                      SL.9-10.1c.                      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

INDICATOR                      SL.9-10.1d.                      Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR                      SL.9-10.7.b.                      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL                      SL.9-10.8.                      Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Kansas Academic Standards

## Language Arts

Grade 11 - Adopted: 2023

### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
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### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
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INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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### STANDARD Reading: Literature

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.
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### STANDARD Writing

BENCHMARK		Production and Distribution of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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### STANDARD Writing

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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### STANDARD Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

**Kansas Academic Standards****Language Arts**

Grade 9 - Adopted: 2023

**STANDARD****Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.

**STANDARD****Reading: Literature**

BENCHMARK		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.9-10.7b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2023

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STANDARD** **Reading: Literature**

**BENCHMARK** **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
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**STANDARD** **Reading: Literature**

**BENCHMARK** **Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.
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**STANDARD** **Writing**

**BENCHMARK** **Production and Distribution of Writing**

INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD** **Writing**

**BENCHMARK** **Language in Writing**

INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD** **Writing**

**BENCHMARK** **Range of Writing**

INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.
INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts****Grade 11 - Adopted: 2023****STANDARD Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**STANDARD Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Production and Distribution of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Range of Writing</b>	
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Comprehension and Collaboration</b>	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

**STANDARD**                      **Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**STANDARD**                      **Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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**STANDARD**                      **Reading: Literature**

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD**                      **Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**                      **Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>	<b>Language in Speaking and Listening</b>	
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.

INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Literature</b>	
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Language in Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 10 - Adopted: 2023

#### STANDARD Reading: Literature

#### BENCHMARK Key Ideas and Details

INDICATOR / PROFICIENCY LEVEL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
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#### STANDARD Reading: Literature

#### BENCHMARK Craft and Structure

INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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#### STANDARD Reading: Literature

#### BENCHMARK Language in Reading: Literature

INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
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#### STANDARD Reading: Literature

#### BENCHMARK Language in Reading: Literature



<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR SL.9-10.7.b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL SL.9-10.8. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 11 - Adopted: 2023

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL RL.11-12.11. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.

INDICATOR RL.11-12.11.a. Use context to determine the meaning of a word or phrase.

**STANDARD Reading: Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL RL.11-12.13. Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL W.11-12.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

#### Grade 12 - Adopted: 2023

<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**Kansas Academic Standards****Language Arts**

Grade 9 - Adopted: 2023

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

**STANDARD**                      **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**STANDARD**                      **Reading: Literature****BENCHMARK****Key Ideas and Details**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development; provide an objective summary of the text.
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.3.	Analyze how complex characters develop over the course of a text, interact with other characters and advance the plot or develop the theme.
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**STANDARD**                      **Reading: Literature****BENCHMARK****Craft and Structure**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create such effects as mystery, tension or surprise.
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**STANDARD**                      **Reading: Literature****BENCHMARK****Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.
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**STANDARD**                      **Reading: Literature****BENCHMARK****Language in Reading: Literature**

INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
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INDICATOR	RL.9-10.11.a.	Use context to determine the meaning of a word or phrase.
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**STANDARD**                      **Writing****BENCHMARK****Production and Distribution of Writing**

INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD****Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR      W.9-10.10.c.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD      Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL      W.9-10.12.      Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD      Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR      SL.9-10.1a.      Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR      SL.9-10.1c.      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

INDICATOR      SL.9-10.1d.      Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD      Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>
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INDICATOR      SL.9-10.7.b.      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**STANDARD      Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL      SL.9-10.8.      Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Language Arts

Grade 11 - Adopted: 2023

### STANDARD Reading: Literature

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

### STANDARD Reading: Literature

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.

### STANDARD Reading: Literature

BENCHMARK		Range of Reading and Text Complexity
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.

### STANDARD Writing

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### STANDARD Writing

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### STANDARD Speaking and Listening

BENCHMARK		Comprehension and Collaboration
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
<b>STANDARD</b>		<b>Speaking and Listening</b>
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.2.	Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
INDICATOR / PROFICIENCY LEVEL	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
INDICATOR	RL.11-12.11.a.	Use context to determine the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Literature</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RL.11-12.13.	Read and comprehend high-quality literary text (e.g., drama, prose, and poetry) of appropriate quantitative and qualitative complexity for grades 11-12.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>

INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

**Kansas Academic Standards**

**Language Arts**

Grade 9 - Adopted: 2023

**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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**STANDARD**

**Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR      RL.9-10.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
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INDICATOR      RI.9-10.11.a.      Use context to determine the meaning of a word or phrase

INDICATOR      RI.9-10.11.d.      Verify the preliminary determination of the meaning of a word or phrase.

**STANDARD**      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
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**STANDARD**      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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INDICATOR      W.9-10.1.a.      Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.

INDICATOR	W.9-10.1.b.	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9-10.1.c.	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows and supports the argument presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1.a.	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
INDICATOR	W.9-10.1.b.	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9-10.1.c.	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows and supports the argument presented.
<b>STANDARD</b>		<b>Writing</b>

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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**STANDARD**

**Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** Reading: Informational

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STANDARD** Reading: Informational

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD** **Writing**

BENCHMARK		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.11-12.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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INDICATOR	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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INDICATOR	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
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INDICATOR	W.11-12.1.c.	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create, cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
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INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts****Grade 12 - Adopted: 2023****STANDARD****Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**STANDARD****Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

INDICATOR	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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INDICATOR	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
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INDICATOR	W.11-12.1.c.	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create, cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
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INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	<b>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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INDICATOR	W.9-10.1.a.	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
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INDICATOR	W.9-10.1.b.	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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INDICATOR	W.9-10.1.c.	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
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INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows and supports the argument presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**                      **Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR                      W.9-10.10.c.                      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD**                      **Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL                      W.9-10.12.                      Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR                      SL.9-10.1a.                      Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR                      SL.9-10.1c.                      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

INDICATOR                      SL.9-10.1d.                      Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR                      SL.9-10.7.b.                      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**Kansas Academic Standards****Language Arts**

Grade 10 - Adopted: 2023

**STANDARD**                      **Writing**

BENCHMARK		Text Types and Details
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1.a.	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
INDICATOR	W.9-10.1.b.	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9-10.1.c.	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows and supports the argument presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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## Kansas Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

INDICATOR	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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INDICATOR	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
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INDICATOR	W.11-12.1.c.	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create, cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
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INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD Writing**

BENCHMARK	Range of Writing	
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INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD Speaking and Listening**

BENCHMARK	Comprehension and Collaboration	
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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## Kansas Academic Standards

### Language Arts

Grade 12 - Adopted: 2023

**STANDARD Writing**

BENCHMARK	Text Types and Purposes	
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INDICATOR / PROFICIENCY LEVEL	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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INDICATOR	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
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INDICATOR	W.11-12.1.c.	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
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INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

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

**Kansas Academic Standards****Language Arts****Grade 9 - Adopted: 2023****STANDARD****Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD****Reading: Literature**

BENCHMARK		Language in Reading: Literature
INDICATOR / PROFICIENCY LEVEL	RL.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.

INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Key Ideas and Details</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Craft and Structure</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Language in Reading: Informational</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.
INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>	<b>Range of Reading and Text Complexity</b>	
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
<b>STANDARD</b>	<b>Writing</b>	
<b>BENCHMARK</b>	<b>Text Types and Details</b>	
INDICATOR / PROFICIENCY LEVEL	W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
INDICATOR	W.9-10.1.a.	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.

INDICATOR	W.9-10.1.b.	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9-10.1.c.	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows and supports the argument presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
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INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
<b>STANDARD</b>	<b>Speaking and Listening</b>	
<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>

INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Kansas Academic Standards

### Language Arts

#### Grade 10 - Adopted: 2023

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
INDICATOR / PROFICIENCY LEVEL	RL.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<b>STANDARD</b>	<b>Reading: Literature</b>	
<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>RL.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>

INDICATOR	RL.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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<b>STANDARD</b>	<b>Reading: Informational</b>	
<b>BENCHMARK</b>		<b>Key Ideas and Details</b>

INDICATOR / PROFICIENCY LEVEL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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INDICATOR / PROFICIENCY LEVEL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Craft and Structure</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
INDICATOR / PROFICIENCY LEVEL	<b>RI.9-10.11.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content.</b>
INDICATOR	RI.9-10.11.a.	Use context to determine the meaning of a word or phrase
INDICATOR	RI.9-10.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
<b>STANDARD</b>		<b>Reading: Informational</b>
<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.9-10.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 9-10.
<b>STANDARD</b>		<b>Writing</b>
<b>BENCHMARK</b>		<b>Text Types and Details</b>
INDICATOR / PROFICIENCY LEVEL	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1.a.	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
INDICATOR	W.9-10.1.b.	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9-10.1.c.	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows and supports the argument presented.
<b>STANDARD</b>		<b>Writing</b>

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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#### STANDARD

#### Writing

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	Demonstrate command of the conventions of standard English grammar and usage when writing.

INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
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#### STANDARD

#### Writing

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
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#### STANDARD

#### Speaking and Listening

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
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#### STANDARD

#### Speaking and Listening

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	Demonstrate command of the conventions of standard English grammar and usage when speaking.

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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**STANDARD** Speaking and Listening

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.9-10.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Kansas Academic Standards**

**Language Arts**

**Grade 11 - Adopted: 2023**

**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** Reading: Literature

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** Reading: Informational

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STANDARD** Reading: Informational

BENCHMARK		Craft and Structure
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Informational**

BENCHMARK		Language in Reading: Informational
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

BENCHMARK		Range of Reading and Text Complexity
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.
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**STANDARD** **Writing**

BENCHMARK		Text Types and Purposes
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INDICATOR / PROFICIENCY LEVEL	W.11-12.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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INDICATOR	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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INDICATOR	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
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INDICATOR	W.11-12.1.c.	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create, cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
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INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.

**STANDARD****Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Kansas Academic Standards****Language Arts****Grade 12 - Adopted: 2023****STANDARD****Reading: Literature**

BENCHMARK		Key Ideas and Details
INDICATOR / PROFICIENCY LEVEL	RL.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**STANDARD****Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Literature**

<b>BENCHMARK</b>		<b>Language in Reading: Literature</b>
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INDICATOR / PROFICIENCY LEVEL	RL.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RL.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Key Ideas and Details</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Craft and Structure</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.10.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading.
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**STANDARD** **Reading: Informational**

<b>BENCHMARK</b>		<b>Language in Reading: Informational</b>
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INDICATOR / PROFICIENCY LEVEL	RI.11-12.11.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content.</b>
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INDICATOR	RI.11-12.11.a.	Use context to determine the meaning of a word or phrase.
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INDICATOR	RI.11-12.11.d.	Verify the preliminary determination of the meaning of a word or phrase.
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**STANDARD**                      **Reading: Informational**

<b>BENCHMARK</b>		<b>Range of Reading and Text Complexity</b>
INDICATOR / PROFICIENCY LEVEL	RI.11-12.13.	Read and comprehend high-quality informational text of appropriate quantitative and qualitative complexity for grades 11-12.

**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

INDICATOR	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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INDICATOR	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
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INDICATOR	W.11-12.1.c.	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create, cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
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INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**                      **Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD**                      **Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**STANDARD** **Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
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INDICATOR / PROFICIENCY LEVEL	SL.11-12.8.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

**Kansas Academic Standards**

**Language Arts**

**Grade 9 - Adopted: 2023**

**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Text Types and Details</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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INDICATOR	W.9-10.1.a.	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
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INDICATOR	W.9-10.1.b.	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
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INDICATOR	W.9-10.1.c.	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
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INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows and supports the argument presented.
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**STANDARD** **Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD**                      **Writing**

BENCHMARK		Language in Writing
INDICATOR / PROFICIENCY LEVEL	W.9-10.10.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>

INDICATOR                      W.9-10.10.c.                      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD**                      **Writing**

BENCHMARK		Range of Writing
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INDICATOR / PROFICIENCY LEVEL                      W.9-10.12.                      Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.9-10.1.	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR                      SL.9-10.1a.                      Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

INDICATOR                      SL.9-10.1c.                      Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.

INDICATOR                      SL.9-10.1d.                      Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**                      **Speaking and Listening**

BENCHMARK		Language in Speaking and Listening
INDICATOR / PROFICIENCY LEVEL	SL.9-10.7.	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR                      SL.9-10.7.b.                      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

**Kansas Academic Standards****Language Arts**

Grade 10 - Adopted: 2023

**STANDARD**                      **Writing**

BENCHMARK		Text Types and Details
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<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
INDICATOR	W.9-10.1.a.	Introduce precise claims, distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons and evidence.
INDICATOR	W.9-10.1.b.	Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
INDICATOR	W.9-10.1.c.	Use words, phrases and clauses to link the major sections of the text, create cohesion and clarify the relationships between claims and reasons, between reasons and evidence and between claims and counterclaims.
INDICATOR	W.9-10.1.e.	Provide a concluding statement or section that follows and supports the argument presented.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Language in Writing</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.9-10.10.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>
INDICATOR	W.9-10.10.c.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Range of Writing</b>
INDICATOR / PROFICIENCY LEVEL	W.9-10.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Comprehension and Collaboration</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATOR	SL.9-10.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.9-10.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.
INDICATOR	SL.9-10.1d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**STANDARD**

**Speaking and Listening**

<b>BENCHMARK</b>		<b>Language in Speaking and Listening</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>SL.9-10.7.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>

INDICATOR	SL.9-10.7.b.	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
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## Kansas Academic Standards

### Language Arts

#### Grade 11 - Adopted: 2023

**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Text Types and Purposes</b>
<b>INDICATOR / PROFICIENCY LEVEL</b>	<b>W.11-12.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

INDICATOR	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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INDICATOR	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
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INDICATOR	W.11-12.1.c.	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create, cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
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INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD**

**Writing**

<b>BENCHMARK</b>		<b>Production and Distribution of Writing</b>
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INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
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INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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**STANDARD Writing**

**BENCHMARK Range of Writing**

INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**STANDARD Speaking and Listening**

**BENCHMARK Comprehension and Collaboration**

INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.
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**Kansas Academic Standards**

**Language Arts**

**Grade 12 - Adopted: 2023**

**STANDARD Writing**

**BENCHMARK Text Types and Purposes**

INDICATOR / PROFICIENCY LEVEL	W.11-12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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INDICATOR	W.11-12.1.a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that logically sequences claim(s), counterclaims, reasons and evidence.
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INDICATOR	W.11-12.1.b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values and possible biases.
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INDICATOR	W.11-12.1.c.	Use words, phrases and clauses as well as varied syntax to link the major sections of the text, create, cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims.
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INDICATOR	W.11-12.1.e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD****Writing**

BENCHMARK		Production and Distribution of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.4.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
INDICATOR / PROFICIENCY LEVEL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD****Writing**

BENCHMARK		Range of Writing
INDICATOR / PROFICIENCY LEVEL	W.11-12.12.	Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**STANDARD****Speaking and Listening**

BENCHMARK		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.
INDICATOR	SL.11-12.1a.	Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
INDICATOR	SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines and establish individual roles as needed.