Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Ohio Learning Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

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

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**		
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**

PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**		
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**

PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.

PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).

BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**

PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.b.	Produce a thorough analysis of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD	**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD	**Language Standards K–12**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.b.	Produce a thorough analysis of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.b.	Produce a thorough analysis of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.

PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**

PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**

PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

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

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.

PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD	**Language Standards K–12**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD	**Language Standards K–12**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD	**Language Standards K–12**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD	**Language Standards K–12**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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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Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**

PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	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 (e.g., a sense of mystery, suspense, growth, or resolution).
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

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

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**

PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.

PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

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

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**

PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.

PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.

PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD	**Language Standards K–12**

STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD	**Language Standards K–12**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD	**Language Standards K–12**

STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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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Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITON AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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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Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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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Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**

PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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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Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.

PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.

PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.3.**	**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.**
PROFICIENCY LEVEL	L.9-10.3.a.	Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
PROFICIENCY LEVEL	L.9-10.3.b.	Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.

PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.3.**	**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.**
PROFICIENCY LEVEL	L.9-10.3.a.	Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
PROFICIENCY LEVEL	L.9-10.3.b.	Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.7.	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.7.	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.
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.

PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.3.**	**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.**
PROFICIENCY LEVEL	L.9-10.3.a.	Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
PROFICIENCY LEVEL	L.9-10.3.b.	Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.3.**	**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.**
PROFICIENCY LEVEL	L.9-10.3.a.	Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
PROFICIENCY LEVEL	L.9-10.3.b.	Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**

PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITON AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
PROFICIENCY LEVEL	W.9-10.2.b.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.
PROFICIENCY LEVEL	W.9-10.2.c.	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.
PROFICIENCY LEVEL	W.9-10.2.d.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
PROFICIENCY LEVEL	W.9-10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9-10.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**

PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
PROFICIENCY LEVEL	W.11-12.2.b.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.11-12.2.c.	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.
PROFICIENCY LEVEL	W.11-12.2.d.	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.
PROFICIENCY LEVEL	W.11-12.2.e.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
PROFICIENCY LEVEL	W.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD **Writing Standards K–12**

STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD **Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD **Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
PROFICIENCY LEVEL	RL.11-12.2.b.	Produce a thorough analysis of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Lesson 25: Unit 9 Formal Critique and Response to Literature, p. 213-224

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	**W.9-10.2.**	**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.**
PROFICIENCY LEVEL	W.9-10.2.a.	Establish a clear and thorough thesis to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.

PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
PROFICIENCY LEVEL	RL.11-12.2.b.	Produce a thorough analysis of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.2.a.	Establish a clear and thorough thesis to present and explain information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**

PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.

PROFICIENCY LEVEL	RL.11-12.2.b.	Produce a thorough analysis of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

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

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing

STANDARD / BENCHMARK		RANGE OF WRITING
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		KNOWLEDGE OF LANGUAGE
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.9-10.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.9-10.2.a.	Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	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
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RL.11-12.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.11-12.2.a.	Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.
PROFICIENCY LEVEL	RL.11-12.2.b.	Produce a thorough analysis of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.4.	Determine the connotative, denotative, and figurative meaning of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.
PROFICIENCY LEVEL	W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PROFICIENCY LEVEL	W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PROFICIENCY LEVEL	W.9-10.1.d.	Use words, phrases, and clauses 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.
PROFICIENCY LEVEL	W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**

STANDARD / BENCHMARK		INTEGRATION OF KNOWLEDGE AND IDEAS
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**

PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.
PROFICIENCY LEVEL	W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PROFICIENCY LEVEL	W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PROFICIENCY LEVEL	W.9-10.1.d.	Use words, phrases, and clauses 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.
PROFICIENCY LEVEL	W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.
PROFICIENCY LEVEL	W.11-12.1.b.	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.
PROFICIENCY LEVEL	W.11-12.1.c.	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.
PROFICIENCY LEVEL	W.11-12.1.d.	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.
PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.
PROFICIENCY LEVEL	W.11-12.1.b.	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.
PROFICIENCY LEVEL	W.11-12.1.c.	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.
PROFICIENCY LEVEL	W.11-12.1.d.	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.
PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Lesson 29: Classical Arrangement for Argumentative Essays, p. 257-260

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.
PROFICIENCY LEVEL	W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PROFICIENCY LEVEL	W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PROFICIENCY LEVEL	W.9-10.1.d.	Use words, phrases, and clauses 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.
PROFICIENCY LEVEL	W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.
PROFICIENCY LEVEL	W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

PROFICIENCY LEVEL	W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PROFICIENCY LEVEL	W.9-10.1.d.	Use words, phrases, and clauses 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.
PROFICIENCY LEVEL	W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.
PROFICIENCY LEVEL	W.11-12.1.b.	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.
PROFICIENCY LEVEL	W.11-12.1.c.	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.
PROFICIENCY LEVEL	W.11-12.1.d.	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.
PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.
PROFICIENCY LEVEL	W.11-12.1.b.	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.
PROFICIENCY LEVEL	W.11-12.1.c.	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.
PROFICIENCY LEVEL	W.11-12.1.d.	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.
PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**

PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

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

Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.
PROFICIENCY LEVEL	W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PROFICIENCY LEVEL	W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PROFICIENCY LEVEL	W.9-10.1.d.	Use words, phrases, and clauses 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.
PROFICIENCY LEVEL	W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.9-10.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.9-10.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 (e.g., how the language of a court opinion differs from that of a newspaper).

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.
PROFICIENCY LEVEL	W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PROFICIENCY LEVEL	W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PROFICIENCY LEVEL	W.9-10.1.d.	Use words, phrases, and clauses 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.
PROFICIENCY LEVEL	W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD	**Writing Standards K–12**

STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.9-10.6.	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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.
PROFICIENCY LEVEL	W.11-12.1.b.	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.
PROFICIENCY LEVEL	W.11-12.1.c.	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.
PROFICIENCY LEVEL	W.11-12.1.d.	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.
PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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.

Ohio Learning Standards

Language Arts

Grade **12** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific language choices shape meaning, mood, or tone of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	**RI.11-12.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.11-12.2.a.	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.
PROFICIENCY LEVEL	RI.11-12.2.b.	Craft an informative abstract that delineates how the central ideas of a text interact and build on one another.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	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 over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.
PROFICIENCY LEVEL	W.11-12.1.b.	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.
PROFICIENCY LEVEL	W.11-12.1.c.	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.
PROFICIENCY LEVEL	W.11-12.1.d.	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.
PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITON AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.11-12.6.	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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Ohio Learning Standards

Language Arts

Grade **9** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.
PROFICIENCY LEVEL	W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
PROFICIENCY LEVEL	W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PROFICIENCY LEVEL	W.9-10.1.d.	Use words, phrases, and clauses 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.
PROFICIENCY LEVEL	W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.
PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

Ohio Learning Standards

Language Arts

Grade **10** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.9-10.1.a.	Establish a clear and thorough thesis to present an argument.
PROFICIENCY LEVEL	W.9-10.1.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

PROFICIENCY LEVEL	W.9-10.1.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
PROFICIENCY LEVEL	W.9-10.1.d.	Use words, phrases, and clauses 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.
PROFICIENCY LEVEL	W.9-10.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.9-10.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	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.

PROFICIENCY LEVEL	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.9-10.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.9-10.1.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.

Ohio Learning Standards

Language Arts

Grade **11** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**
PROFICIENCY LEVEL	W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.
PROFICIENCY LEVEL	W.11-12.1.b.	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.
PROFICIENCY LEVEL	W.11-12.1.c.	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.
PROFICIENCY LEVEL	W.11-12.1.d.	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.
PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**
PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**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.**

PROFICIENCY LEVEL	W.11-12.1.a.	Establish a clear and thorough thesis to present a complex argument.
PROFICIENCY LEVEL	W.11-12.1.b.	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.
PROFICIENCY LEVEL	W.11-12.1.c.	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.
PROFICIENCY LEVEL	W.11-12.1.d.	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.
PROFICIENCY LEVEL	W.11-12.1.f.	Provide a concluding statement or section that follows from and supports the argument presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
BENCHMARK / GRADE LEVEL INDICATOR	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.11-12.10.	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.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.11-12.1.**	**Initiate and participate effectively in a range of collaborative discussions (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.**

PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
PROFICIENCY LEVEL	SL.11-12.1.c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
PROFICIENCY LEVEL	SL.11-12.1.d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.11-12.3.**	**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.**
PROFICIENCY LEVEL	L.11-12.3.a.	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed.