Main Criteria: Structure and Style for Students Secondary Criteria: Ohio Learning Standards

Subject: Language Arts **Grade:** 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Ohio Learning Standards
Language Arts
Grade 10 - Adopted: 2017

		Grade 10 - Adopted: 2017
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DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / 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

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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing RESEARCH TO BUILD AND PRESENT KNOWLEDGE
ACADEMIC CONTENT STANDARD	7.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	7.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short as well as more sustained research projects based on focused questions, demonstrating
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR		RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		RESEARCH TO BUILD AND PRESENT KNOWLEDGE Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.

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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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 ST ANDARD		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.
INDICATOR		
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
PROFICIENCY		
PROFICIENCY LEVEL PROFICIENCY	10.2.a. RI.9-	and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	10.2.a. RI.9-	and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	10.2.a. RI.9- 10.2.b.	and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. Reading Standards for Informational Text K-12
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	10.2.a. RI.9- 10.2.b.	and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. Reading Standards for Informational Text K-12 KEY IDEAS AND DETAILS Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are
PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	10.2.a. RI.9- 10.2.b.	and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. Reading Standards for Informational Text K-12 KEY IDEAS AND DET AILS Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

GRADE LEVEL 10.8.

INDICATOR

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.e.	Use precise language and domain-specific vocabulary to manage the complexity 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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 /	W.9-	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 $\frac{1}{2}$

selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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		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		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.

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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.

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Ohio Learning Standards

Language Arts

Grade 10 - Adopted: 2017

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR KEY IDEAS AND DET AILS Determine central ideas or themes of a text and analyze their development; provide a summary or thorough ana of the text, including the appropriate components.	
GRADE LEVEL of the text, including the appropriate components.	
	ılysis
DOMAIN / College and Career Readiness Anchor Standards for Reading ACADEMIC CONTENT STANDARD	
STANDARD / CRAFT AND STRUCTURE BENCHMARK	
BENCHMARK / 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. INDICATOR	е
BENCHMARK / 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole. INDICATOR	a
DOMAIN / College and Career Readiness Anchor Standards for Reading ACADEMIC CONTENT STANDARD	
STANDARD / INTEGRATION OF KNOWLEDGE AND IDEAS BENCHMARK	
BENCHMARK / 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as a sin words. INDICATOR	well
DOMAIN / College and Career Readiness Anchor Standards for Reading ACADEMIC CONTENT STANDARD	
STANDARD / RANGE OF READING AND LEVEL OF TEXT COMPLEXITY BENCHMARK	
BENCHMARK / 10. Read, comprehend, and respond to complex literary and informational texts independently and proficiently. GRADE LEVEL INDICATOR	
DOMAIN / College and Career Readiness Anchor Standards for Writing ACADEMIC CONTENT STANDARD	
STANDARD / TEXT TYPES AND PURPOSES BENCHMARK	

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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK /	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating
GRADE LEVEL INDICATOR		understanding of the subject under investigation.
	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.
INDICATOR BENCHMARK / GRADE LEVEL	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	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 DOMAIN / ACADEMIC CONTENT STANDARD	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. College and Career Readiness Anchor Standards for Writing
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL		Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ACADEMIC CONTENT		Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING 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.

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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / 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
ST ANDARD / 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 DET AILS
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
PROFICIENCY LEVEL	RI.9- 10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.e.	Use precise language and domain-specific vocabulary to manage the complexity 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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		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		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		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48
		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 DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a 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	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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 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.

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College and Career Readiness Anchor Standards for Language

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STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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.
PROFICIENCY LEVEL	RL.9- 10.2.b.	Provide an objective summary of the text that includes the theme and relevant story elements.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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- 10.3.	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.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PROFICIENCY LEVEL	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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

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BENCHMARK / GRADE LEVEL INDICAT OR	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		CONVENTIONS OF ST ANDARD 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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K–12
STANDARD /		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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56
		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 DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a 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	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

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 DET AILS
	RL.9- 10.2.	KEY IDEAS AND DET AILS Analyze literary text development.
BENCHMARK / GRADE LEVEL		
BENCHMARK I BENCHMARK I GRADE LEVEL INDICATOR PROFICIENCY	10.2. RL.9-	Analyze literary text development. Determine a theme of a text and analyze in detail its development over the course of the text, including how it
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	RL.9- 10.2.a.	Analyze literary text development. 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.
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	RL.9- 10.2.a.	Analyze literary text development. 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. Provide an objective summary of the text that includes the theme and relevant story elements.
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	RL.9- 10.2.a.	Analyze literary text development. 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. Provide an objective summary of the text that includes the theme and relevant story elements. 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- 10.3.	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.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PROFICIENCY LEVEL	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.

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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.

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	L.9-	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in

DOMAIN / ACADEMIC CONTENT STANDARD

LEVEL

10.4.d.

Language Standards K-12

context or in a dictionary).

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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Ohio Learning Standards
Language Arts
Grade 10 - Adopted: 2017

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

STANDARD		
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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.

College and Career Readiness Anchor Standards for Reading

STANDARD /		CRAFT AND STRUCTURE
BENCHMARK		
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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 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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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.

LEVEL

10.2.c.

Reading Standards for Informational Text K-12

STANDARD		
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
PROFICIENCY LEVEL	RI.9- 10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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	W.9-	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, o

other information and examples appropriate to the audience's knowledge of the topic.

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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
	W.9-10.7.	RESEARCH TO BUILD AND PRESENT KNOWLEDGE 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	W.9-10.7. W.9- 10.8.	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
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL	W.9-	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. 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
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	W.9-	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. 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.
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	W.9-	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. 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. Writing Standards K–12
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	W.9- 10.8.	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. 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. Writing Standards K-12 RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC ONTENT TOMAIN / ACADEMIC CONTENT CONTENT CONTENT DOMAIN / ACADEMIC CONTENT	W.9- 10.8.	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. 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. Writing Standards K–12 RANGE OF WRITING 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.

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		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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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 ACQUISIT ON 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.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82
		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 DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
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
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION
ACADEMIC CONTENT STANDARD	2.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	2.	COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	2.	COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / STANDARD /	2.	COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK BENCHMARK / GRADE LEVEL		COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT CONTENT		COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. College and Career Readiness Anchor Standards for Language CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 DET AILS
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
PROFICIENCY LEVEL	RI.9- 10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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.e.	Use precise language and domain-specific vocabulary to manage the complexity 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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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 ACQUISIT ON 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 ACQUISIT ON 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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		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 DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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) for a 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	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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

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 DET AILS
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.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Writing Standards K-12

STANDARD		
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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
ST ANDARD / 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
ST ANDARD / 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		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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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 /		Language Standards IV 12
ACADEMIC CONTENT STANDARD		Language Standards K-12
ACADEMIC CONTENT		VOCABULARY ACQUISITON AND USE
ACADEMIC CONTENT STANDARD	L.9- 10.4.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL		VOCABULARY ACQUISITON AND USE Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY	10.4.	VOCABULARY ACQUISITON AND USE 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. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	L.9- 10.4.a.	VOCABULARY ACQUISITON AND USE 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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.9- 10.4.a.	VOCABULARY ACQUISITON AND USE 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. 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. 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).

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DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Reading

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STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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	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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

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 DET AILS
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
	RL.9- 10.2.	KEY IDEAS AND DET AILS Analyze literary text development.
BENCHMARK / GRADE LEVEL		
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY	RL.9- 10.2.a.	Analyze literary text development. Determine a theme of a text and analyze in detail its development over the course of the text, including how it
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	RL.9- 10.2.a.	Analyze literary text development. 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.
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	RL.9- 10.2.a.	Analyze literary text development. 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. Reading Standards for Literature K-12
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	RL.9- 10.2.a.	Analyze literary text development. 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. Reading Standards for Literature K-12 CRAFT AND STRUCTURE 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

BENCHMARK / RL.9-GRADE LEVEL 10.10. INDICATOR 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- 10.3.	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.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PROFICIENCY LEVEL	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.

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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		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
ACADEMIC CONTENT		Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD	L.9- 10.2.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY	10.2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	10.2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	10.2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards K-12
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL	L.9- 10.2.c.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards K-12 KNOWLEDGE OF LANGUAGE Apply knowledge of language to understand how language functions in different contexts, to make

CONTENT STANDARD

Language Standards K-12

STANDARD		
STANDARD / BENCHMARK		VOCABULARY ACQUISIT ON 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.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108
		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 DET AILS
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		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 /		Callege and Career Deadiness Ancher Standards for Writing
ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Writing
ACADEMIC CONTENT		PRODUCTION AND DISTRIBUTION OF WRITING
ACADEMIC CONTENT STANDARD	4.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	4.	PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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.

Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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.
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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PROFICIENCY L.9-Spell correctly. **LEVEL** 10.2.c. DOMAIN / Language Standards K-12 **ACADEMIC** CONTENT **STANDARD** KNOWLEDGE OF LANGUAGE STANDARD / **BENCHMARK** BENCHMARK / L.9-Apply knowledge of language to understand how language functions in different contexts, to make **GRADE LEVEL** 10.3. effective choices for meaning or style, and to comprehend more fully when reading or listening. **INDICATOR PROFICIENCY** Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) 1.9-**LEVEL** 10.3.a. appropriate for the discipline and writing type. PROFICIENCY L.9-Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. 10.3.b. **LEVEL DOMAIN /** Language Standards K-12 **ACADEMIC** CONTENT STANDARD STANDARD / **VOCABULARY ACQUISITON AND USE BENCHMARK** BENCHMARK / 1 9-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on **GRADE LEVEL** 10.4. grades 9-10 reading and content, choosing flexibly from a range of strategies. **INDICATOR PROFICIENCY** L.9-Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) **LEVEL** 10.4.a. as a clue to the meaning of a word or phrase. **PROFICIENCY** L.9-Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in **LEVEL** 10.4.d. context or in a dictionary). DOMAIN / Language Standards K-12 **ACADEMIC** CONTENT **STANDARD** STANDARD / **VOCABULARY ACQUISITON AND USE BENCHMARK** BENCHMARK / L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, GRADE LEVEL speaking, and listening at the college and career readiness level; demonstrate independence in gathering INDICATOR vocabulary knowledge when considering a word or phrase important to comprehension or expression. UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 109-120 Ohio Learning Standards Language Arts Grade 10 - Adopted: 2017 DOMAIN / College and Career Readiness Anchor Standards for Reading **ACADEMIC** CONTENT **STANDARD**

STANDARD /

BENCHMARK

KEY IDEAS AND DET AILS

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
ST ANDARD / 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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading
ST ANDARD / 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.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.

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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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.

LEVEL

10.2.c.

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
PROFICIENCY LEVEL	RI.9- 10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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	W.9-	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

other information and examples appropriate to the audience's knowledge of the topic.

W.9- 10.2.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	Writing Standards K–12
	PRODUCTION AND DISTRIBUTION OF WRITING
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.)
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.)
W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	Writing Standards K–12
	RESEARCH TO BUILD AND PRESENT KNOWLEDGE
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.
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.
	Writing Standards K–12
	RANGE OF WRITING
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.
	Speaking and Listening Standards K–12
	COMPREHENSION AND COLLABORATION
SL.9-	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and
	W.9-10.4. W.9-10.5. W.9-10.6.

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 of 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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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

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 ACQUISIT ON 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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 121-138
		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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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	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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / 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.

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 DET AILS
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
		V=VI==== 112
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
	RI.9- 10.2.	Analyze informational text development.
BENCHMARK / GRADE LEVEL		
BENCHMARK I BENCHMARK I GRADE LEVEL INDICATOR PROFICIENCY	10.2 .	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	RI.9- 10.2.a.	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	RI.9- 10.2.a.	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / STANDARD /	RI.9- 10.2.a. RI.9- 10.2.b.	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. Reading Standards for Informational Text K-12
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL	RI.9- 10.2.a. RI.9- 10.2.b.	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. Reading Standards for Informational Text K-12 KEY IDEAS AND DET AILS Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are

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.e.	Use precise language and domain-specific vocabulary to manage the complexity 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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD /		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK		

question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the

 $subject, \, demonstrating \,\, understanding \,\, of \,\, the \,\, subject \,\, under \,\, investigation.$

GRADE LEVEL

INDICATOR

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		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
ACADEMIC CONTENT		Language Standards K-12 CONVENTIONS OF STANDARD ENGLISH
ACADEMIC CONTENT STANDARD	L.9- 10.2.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL		CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY	10.2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	10.2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD /	10.2.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards K-12
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / BENCHMARK / GRADE LEVEL	L.9- 10.2.c.	CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly. Language Standards K-12 KNOWLEDGE OF LANGUAGE Apply knowledge of language to understand how language functions in different contexts, to make

Language Standards K-12

STANDARD		
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 ACQUISIT ON 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.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142
		Ohio Learning Standards Language Arts Grade 10 - Adopted: 2017
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Reading

STANDARD

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STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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		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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
GRADE LEVEL	2.	
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	2.	through the effective selection, organization, and analysis of content.
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD	2.	through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing
GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL		through the effective selection, organization, and analysis of content. College and Career Readiness Anchor Standards for Writing PRODUCTION AND DISTRIBUTION OF WRITING Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

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	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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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
PROFICIENCY LEVEL	RI.9- 10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK / GRADE LEVEL	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.)
INDICATOR	20111	3,7
	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.)
INDICATOR BENCHMARK / GRADE LEVEL	W.9-	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

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		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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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.
		UNIT 7: INVENTIVE WRITING Week 13 Page 143-150
		Ohio Learning Standards Language Arts Grade 10 - Adopted: 2017
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 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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
GRADE LEVEL	8.	
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD		understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	8.	understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	8.	understanding of the subject under investigation. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism. College and Career Readiness Anchor Standards for Writing RANGE OF WRITING 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.

PROFICIENCY LEVEL	10.2.g.	
	W.9-	Provide a concluding statement or section that follows from and supports the information or explanation presen (e.g., articulating implications or the significance of the topic).
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.c.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotatic other information and examples appropriate to the audience's knowledge of the topic.
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.a.	Establish a clear and thorough thesis to present information.
BENCHMARK / GRADE LEVEL INDICATOR		Write informative/explanatory texts to examine and convey complex ideas, concepts, and informat clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
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
STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writ
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		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 /		Language Standards K-12

DOMAIN / ACADEMIC CONTENT STANDARD

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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.
		UNIT 7: INVENTIVE WRITING Week 14 Page 151-156
		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 DET AILS
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.
DENOLINA DIC.	2	

BENCHMARK / 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

GRADE LEVEL INDICATOR

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.
BENCHMARK / GRADE LEVEL	6.	Assess how point of view, perspective, or purpose shapes the content and style of a 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	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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	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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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 /		Reading Standards for Literature K–12
ACADEMIC CONTENT STANDARD		
CONTENT		KEY IDEAS AND DET AILS
CONTENT STANDARD	RL.9- 10.3.	KEY IDEAS AND DET AILS 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.
STANDARD / BENCHMARK / GRADE LEVEL		Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		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.
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /		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. Reading Standards for Literature K-12

INDICATOR

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- 10.3.	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.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PROFICIENCY LEVEL	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.
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.)
BENCHMARK / GRADE LEVEL	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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		Language Standards K-12
STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
DOMAIN / ACADEMIC CONTENT STANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISITON AND USE
	L.9- 10.4.	VOCABULARY ACQUISITON AND USE 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.
BENCHMARK / GRADE LEVEL		Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on
BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY	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. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	L.9- 10.4.a. L.9- 10.4.d.	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. 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. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in
BENCHMARK / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	L.9- 10.4.a. L.9- 10.4.d.	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. 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. 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).

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STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a 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

STANDARD / BENCHMARK		PRODUCTION AND DISTRIBUTION OF WRITING
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 Speaking and Listening
STANDARD / BENCHMARK		COMPREHENSION AND COLLABORATION
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 DET AILS
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.
PROFICIENCY LEVEL	RL.9- 10.2.b.	Provide an objective summary of the text that includes the theme and relevant story elements.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K-12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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
ACADEMIC CONTENT		Reading Standards for Literature K-12 CRAFT AND STRUCTURE

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		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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
PROFICIENCY LEVEL	RI.9- 10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

INDICATOR

STANDARD

Reading Standards for Informational Text K-12

STANDARD		
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.)
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		Language Standards K-12
ST ANDARD / 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 /		KNOWLEDGE OF LANGUAGE
BENCHMARK		
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.
		UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166
		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

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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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
ST ANDARD / 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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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
	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.
BENCHMARK / GRADE LEVEL	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	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.
BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD STANDARD /	2.	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. College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD ST ANDARD / BENCHMARK BENCHMARK / GRADE LEVEL		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. College and Career Readiness Anchor Standards for Speaking and Listening COMPREHENSION AND COLLABORATION Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and

BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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
PROFICIENCY LEVEL	RI.9- 10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.

Reading Standards for Informational Text K-12

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.
		Establish a clear and thorough thesis to present information. 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	10.2.a. W.9-	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
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. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY	10.2.a. W.9- 10.2.b. W.9- 10.2.c.	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. 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the
PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY	W.9- 10.2.b. W.9- 10.2.c. W.9- 10.2.d.	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. 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. 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 PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL PROFICIENCY LEVEL	W.9- 10.2.b. W.9- 10.2.c. W.9- 10.2.d. W.9- 10.2.e.	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. 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. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		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		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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 ST ANDARD		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.
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Ohio Learning Standards Language Arts

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DOMAIN / ACADEMIC CONTENT STANDARD

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.

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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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	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
ST ANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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	Rl.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
PROFICIENCY LEVEL	RI.9- 10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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		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.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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

PROFICIENCY L.9- LEVEL 10.3.a. appropriate for the discipline and writing type. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. DOMAIN / ACADEMIC CONTENT ST ANDARD STANDARD / BENCHMARK VOCABULARY ACQUISITON AND USE BENCHMARK / L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on			
ACADEMIC CONTENT STANDARD STANDARD Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. DOMAIN ACADEMIC CONVENTIONS OF STANDARD ENGLISH Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. DOMAIN ACADEMIC CONTENT STANDARD 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 CONVENTIONS OF STANDARD ENGLISH BENCHMARK L9-	GRADE LEVEL		
BENCHMARK BENCHMARK BENCHMARK BENCHMARK BENCHMARK L.9- CONVENTIONS OF STANDARD BENCHMARK	ACADEMIC CONTENT		Language Standards K-12
Interest			CONVENTIONS OF STANDARD ENGLISH
DOMAIN / ACADEMIC CONVENTIONS OF STANDARD ENGLISH BENCHMARK L9- INDICATOR STANDARD / BENCHMARK DOMAIN / ACADEMIC CONVENTIONS OF STANDARD ENGLISH BENCHMARK Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. While the conventions of standard English capitalization, punctuation, and spelling when writing. BENCHMARK DOMAIN / ACADEMIC CONTENT STANDARD BENCHMARK BENCHMARK DENCHMARK DENCHMARK DENCHMARK DENCHMARK DENCHMARK DISCRIPTION DOMAIN / ACADEMIC CONTENT STANDARD DENCHMARK DENCHMAR	GRADE LEVEL		
STANDARD STANDARD STANDARD STANDARD STANDARD SENCHMARK / BENCHMARK / I.D. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PROFICIENCY L.D. Spell correctly. LEVEL 10.2.c. DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / I.D. 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 L.D. 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 L.D. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. PROFICIENCY L.D. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. DOMAIN / ACADEMIC CONTENT STANDARD / I.D. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. Language Standards K-12 VOCABULARY ACQUISITON AND USE BENCHMARK / L.D. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on			(independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to
BENCHMARK BENCHMARK CRADE LEVEL 10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. PROFICIENCY L9- 10.2.c. L9- Language Standards K-12 DOMAIN / ACADEMIC CONTENT STANDARD SENCHMARK L9- 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 L9-	ACADEMIC CONTENT		Language Standards K-12
Spelling when writing. Spelling when writing.			CONVENTIONS OF STANDARD ENGLISH
DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K-12 STANDARD / BENCHMARK / CRADE LEVEL 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 L.9- 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 L.9- 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 VOCABULARY ACQUISITON AND USE BENCHMARK / L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	GRADE LEVEL		
ACADEMIC CONTENT STANDARD / BENCHMARK / BENCHMARK / BENCHMARK / L.9- GRADE LEVEL INDICATOR L.9- GRADE LEVEL INDICATOR L.9- LEVEL L.3. a. a. appropriate for the discipline and writing type. PROFICIENCY L.9- LEVEL L.9- LEVEL L.3. a. a. appropriate for the discipline and writing type. PROFICIENCY L.9- LEVEL L.9- LEVEL L.3. a. appropriate for the discipline and writing type. PROFICIENCY L.9- LEVEL L.9- LEVEL L.3. appropriate for the discipline and writing type. PROFICIENCY L.9- LEVEL L.3. appropriate for the discipline and writing type. DOMAIN / ACADEMIC CONTENT STANDARD Language Standards K-12 STANDARD / BENCHMARK VOCABULARY ACQUISITON AND USE BENCHMARK / L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on			Spell correctly.
BENCHMARK / GRADE LEVEL INDICATOR L.9-	ACADEMIC CONTENT		Language Standards K-12
PROFICIENCY LEVEL 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 10.3.a. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. Language Standards K-12 STANDARD / BENCHMARK / L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on			KNOWLEDGE OF LANGUAGE
PROFICIENCY L.9- LEVEL 10.3.a. appropriate for the discipline and writing type. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK VOCABULARY ACQUISITON AND USE BENCHMARK / L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	GRADE LEVEL		
DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on			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.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK VOCABULARY ACQUISITON AND USE BENCHMARK / L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on			Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.
BENCHMARK L.9- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on	ACADEMIC CONTENT		Language Standards K-12
			VOCABULARY ACQUISITON AND USE
INDICATOR grades 9–10 reading and content, choosing flexibly from a range of strategies.	GRADE LEVEL	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.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184
		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 DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.

BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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	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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Language
ST ANDARD / 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.

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 DET AILS
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
		V=VI==== 112
STANDARD / BENCHMARK		KEY IDEAS AND DETAILS
	RI.9- 10.2.	Analyze informational text development.
BENCHMARK / GRADE LEVEL		
BENCHMARK I BENCHMARK I GRADE LEVEL INDICATOR PROFICIENCY	10.2 .	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	RI.9- 10.2.a.	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT	RI.9- 10.2.a.	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD / STANDARD /	RI.9- 10.2.a. RI.9- 10.2.b.	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. Reading Standards for Informational Text K-12
BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY LEVEL DOMAIN / ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK / GRADE LEVEL	RI.9- 10.2.a. RI.9- 10.2.b.	Analyze informational text development. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. Reading Standards for Informational Text K-12 KEY IDEAS AND DET AILS Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are

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.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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		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.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

PROFICIENCY LEVEL	W.9- 10.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K-12
STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated
BENCHMARK / GRADE LEVEL INDICATOR		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.
GRADE LEVEL	W.9- 10.8.	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL	W.9- 10.8.	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. 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
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	W.9- 10.8.	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. 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.
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD /	W.9- 10.8.	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. 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. Writing Standards K-12
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT ST ANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	W.9- 10.8.	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. 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. Writing Standards K-12 RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
BENCHMARK / GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	W.9- 10.8.	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. 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. Writing Standards K-12 RANGE OF WRITING 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.

BENCHMARK / GRADE LEVEL INDICAT OR	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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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 ACQUISIT ON 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	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
INDICATOR		vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188
		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 DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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.
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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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	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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

Reading Standards for Informational Text K-12

STANDARD		
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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 DET AILS
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
PROFICIENCY LEVEL	RI.9- 10.2.b.	Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL INDICATOR	RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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		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.e.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
PROFICIENCY LEVEL	W.9- 10.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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

STANDARD /	PRODUCTION AND DISTRIBUTION OF WRITING
BENCHMARK	

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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		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		CONVENTIONS OF STANDARD ENGLISH

BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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 ST ANDARD		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 ACQUISIT ON 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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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 DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a 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	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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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
		KEY IDEAS AND DETAILS
STANDARD / BENCHMARK		
	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.
BENCHMARK / GRADE LEVEL		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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.
PROFICIENCY LEVEL	RL.9- 10.2.b.	Provide an objective summary of the text that includes the theme and relevant story elements.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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- 10.3.	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.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PROFICIENCY LEVEL	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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
ST ANDARD / 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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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 ACQUISIT ON 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.
		UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248
		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 DET AILS
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	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

INDICATOR

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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a 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
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Reading RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
ACADEMIC CONTENT STANDARD	10.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	10.	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	10.	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / STANDARD /	2.	RANGE OF READING AND LEVEL OF TEXT COMPLEXITY Read, comprehend, and respond to complex literary and informational texts independently and proficiently. College and Career Readiness Anchor Standards for Writing

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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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
ACADEMIC CONTENT		College and Career Readiness Anchor Standards for Writing RANGE OF WRITING
ACADEMIC CONTENT STANDARD	10.	
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL	10.	RANGE OF WRITING Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT	10.	RANGE OF WRITING 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.
ACADEMIC CONTENT STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD / STANDARD /	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. College and Career Readiness Anchor Standards for Speaking and Listening

DOMAIN /
ACADEMIC
CONTENT
STANDARD

College and Career Readiness Anchor Standards for Language

STANDARD / BENCHMARK		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 DET AILS
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 DET AILS
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.
PROFICIENCY LEVEL	RL.9- 10.2.b.	Provide an objective summary of the text that includes the theme and relevant story elements.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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.
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.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		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.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PROFICIENCY LEVEL	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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

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.)

BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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	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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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

VOCABULARY ACQUISITON AND USE

STANDARD / BENCHMARK

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.
		UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276
		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 DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a 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.

College and Career Readiness Anchor Standards for Reading

DOMAIN / ACADEMIC CONTENT STANDARD

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.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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 10. Write routinely over extended time farmes (time for research, refection, and revision) and shorter time farmes (a single stilling or a day or two) from range of tasks, purposes, and audiences. COMERCE CONTENT CONTRIBUTE COMPREHENSION AND COLLABORATION BENCHMARK 1. Perpare for and participate effectively in a range of convensations and collaborations with diverse partners, building on others' ideas and expressing fleer coan clearly and persuastively. BENCHMARK 2. Indicators BENCHMARK 2. Indicators CONVENT indicators CONVENT indicators CONVENT indicators CONVENTIONS OF STANDARD ENGLISH BENCHMARK 2. Demonstrate command of the conventions of standards for Language CONVENT CONTENT STANDARD CONVENTIONS OF STANDARD ENGLISH BENCHMARK 2. Demonstrate command of the conventions of standards for Language CONVENTIONS OF STANDARD ENGLISH BENCHMARK 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. BENCHMARK 2. Demonstrate command of the conventions of standards for Language CONTENT STANDARD CONVENTIONS OF STANDARD ENGLISH BENCHMARK 3. Apply Involvedge of language to understand how language functions indifferent corrioxts, to make effective choices for meaning or spile, and to comprehend more fully when reading or fistendig. CONVENTIONS OF STANDARD STANDARD ENGLISH BENCHMARK College and Career Readiness Anchor Standards for Language CONTENT STANDARD College and Career Readiness Anchor Standards for Language CONTENT STANDARD College and Career Readiness Anchor Standards for Language CONTENT STANDARD College and Career Readiness Anchor Standards for Language CONTENT STANDARD College and Career Readiness Anchor Standards for Language CONTENT STANDARD College and Career Readiness Anchor Standards for Language CONTENT STANDARD College and Career Readiness Anchor Standards for Language CONTENT STANDARD College and Career Readiness Anchor Standards for Language CONTENT STANDARD College a			
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	GRADE LEVEL	6.	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

DOMAIN /
ACADEMIC
CONTENT
STANDARD

Reading Standards for Literature K-12

STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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.
PROFICIENCY LEVEL	RL.9- 10.2.b.	Provide an objective summary of the text that includes the theme and relevant story elements.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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
		RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

BENCHMARK /	RL.9-
GRADE LEVEL	10.10.
INDICATOR	

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.
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.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

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.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PROFICIENCY LEVEL	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 ST ANDARD		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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY LEVEL	L.9- 10.2.c.	Spell correctly.
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 ST ANDARD		Language Standards K-12
STANDARD / BENCHMARK		VOCABULARY ACQUISIT ON 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.
		UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280
DOMAIN / ACADEMIC CONTENT STANDARD		Ohio Learning Standards Language Arts Grade 10 - Adopted: 2017 College and Career Readiness Anchor Standards for Reading
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
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.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

GRADE LEVEL INDICATOR	6.	Assess how point of view, perspective, or purpose shapes the content and style of a 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.
GRADE LEVEL	3.	
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL		through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,
BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT		through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
GRADE LEVEL INDICATOR BENCHMARK / GRADE LEVEL INDICATOR DOMAIN / ACADEMIC CONTENT STANDARD		through the effective selection, organization, and analysis of content. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. College and Career Readiness Anchor Standards for Writing

BENCHMARK / GRADE LEVEL INDICATOR	6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
		College and Career Readiness Anchor Standards for Language
DOMAIN / ACADEMIC CONTENT STANDARD		
ACADEMIC CONTENT		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 DET AILS
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.
PROFICIENCY LEVEL	RL.9- 10.2.b.	Provide an objective summary of the text that includes the theme and relevant story elements.
DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Literature K–12
STANDARD / BENCHMARK		KEY IDEAS AND DET AILS
BENCHMARK / GRADE LEVEL	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.

PROFICIENCY

LEVEL

W.9-

10.2.g.

Reading Standards for Literature K-12

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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		Writing Standards K–12
STANDARD		
		TEXT TYPES AND PURPOSES
STANDARD /	W.9- 10.2.	TEXT TYPES AND PURPOSES 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.
STANDARD / STANDARD / BENCHMARK / GRADE LEVEL		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information
STANDARD STANDARD / BENCHMARK BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY	10.2. W.9-	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.
STANDARD / BENCHMARK / GRADE LEVEL INDICATOR PROFICIENCY LEVEL PROFICIENCY	W.9- 10.2.a.	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. Establish a clear and thorough thesis to present information. 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

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).

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.a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
PROFICIENCY LEVEL	W.9- 10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
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.)
BENCHMARK / GRADE LEVEL INDICATOR	W.9- 10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
DOMAIN!		Weiting Chandards V 40

DOMAIN / ACADEMIC CONTENT STANDARD

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.

LEVEL

10.2.c.

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		CONVENTIONS OF STANDARD ENGLISH
BENCHMARK / GRADE LEVEL INDICATOR	L.9- 10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
PROFICIENCY	L.9-	Spell correctly.

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.

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Ohio Learning Standards
Language Arts
Grade 10 - Adopted: 2017

DOMAIN / ACADEMIC CONTENT STANDARD

College and Career Readiness Anchor Standards for Reading

STANDARD / BENCHMARK		CRAFT AND STRUCTURE
BENCHMARK /	Δ	Interpret words and phrases as they are used in a text, including determining technical connotative, and figurative

BENCHMARK / GRADE LEVEL INDICATOR 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 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) for arange 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	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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	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		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	W.9-	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
LEVEL	10.2.b.	comprehension, if needed.
PROFICIENCY LEVEL	W.9- 10.2.c.	

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		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.