Main Criteria: Modern World History-Based Writing Lessons

Secondary Criteria: Ohio Learning Standards

Subject: Language Arts

Grades: 6, 7, 8

Modern World History-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Read, comprehend, and respond to complex literary and informational texts independently and proficiently.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.

PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**

PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.8.2.a.	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.

PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PROFICIENCY LEVEL	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
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.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-totext, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60

Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PROFICIENCY LEVEL	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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

STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.7.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
PROFICIENCY LEVEL	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PROFICIENCY LEVEL	L.7.5.b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
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.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-totext, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
PROFICIENCY LEVEL	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.8.4.c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.5.**	**Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**
PROFICIENCY LEVEL	L.8.5.b.	Use the relationship between particular words to better understand each of the words.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
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.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-totext, and text-to-world connections that deepen understanding of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
PROFICIENCY LEVEL	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
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.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-totext, and text-to-world connections that deepen understanding of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.

PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.

PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 10: Unit 4 Summarizing a Reference, p. 89-98

Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

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

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

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

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

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

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

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts

PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 11: Unit 4 Summarizing a Reference, p. 99-106

Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**

PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**

PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**

PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

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

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

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

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

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

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		Reading Standards for Informational Text K–12

STANDARD / BENCHMARK		KEY IDEAS AND DETAILS

BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PROFICIENCY LEVEL	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PROFICIENCY LEVEL	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.

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

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

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

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.6.3.a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

PROFICIENCY LEVEL	W.6.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.6.3.d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
PROFICIENCY LEVEL	W.6.3.e.	Provide a conclusion that follows from the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.7.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
PROFICIENCY LEVEL	W.7.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
PROFICIENCY LEVEL	W.8.3.c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
PROFICIENCY LEVEL	W.8.3.e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

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

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.

PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**

BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

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

STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

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

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

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

STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.

PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.

PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 18: Unit 6 Summarizing Multiple References, p. 173-182

Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

STANDARD / BENCHMARK		TEXT TYPES AND PURPOSES
BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

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

STANDARD / BENCHMARK		RESEARCH TO BUILD AND PRESENT KNOWLEDGE
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.

PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

PROFICIENCY LEVEL	W.6.9.b.	Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
PROFICIENCY LEVEL	L.6.2.a.	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**

STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		Writing Standards K–12
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		VOCABULARY ACQUISITION AND USE
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		College and Career Readiness Anchor Standards for Speaking and Listening
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**

BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**

STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.

PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.

PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.1.	Cite 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.6.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.6.2.a.	Determine a central idea of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**

STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.6.4.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 ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
BENCHMARK / GRADE LEVEL INDICATOR	9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.1.	Cite several pieces of 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.7.2.**	**Analyze informational text development.**

PROFICIENCY LEVEL	RI.7.2.a.	Determine two or more central ideas in a text and analyze their development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze informational text development.**
PROFICIENCY LEVEL	RI.8.2.a.	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.
PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - 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.

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		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Informational Text K–12**
STANDARD / BENCHMARK		**INTEGRATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.b.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics(e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - 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.
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		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.7.2.d.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
PROFICIENCY LEVEL	W.7.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.7.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - 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.
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		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.8.2.a.	Establish a clear thesis statement to present information.

PROFICIENCY LEVEL	W.8.2.b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.
PROFICIENCY LEVEL	W.8.2.c.	Develop the topic with relevant, wellchosen facts, definitions, concrete details, quotations, or other information and examples.
PROFICIENCY LEVEL	W.8.2.d.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts
PROFICIENCY LEVEL	W.8.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROFICIENCY LEVEL	W.8.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 267-275

Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

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

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

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

BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**

BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**

STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
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.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-totext, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).

DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**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		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**

BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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		**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.6.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.6.2.a.	Determine a theme of a text and how it is conveyed through particular details.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**

STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
PROFICIENCY LEVEL	L.6.3.b.	Maintain consistency in style and tone.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **7** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**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		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**

BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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		**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.7.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.7.2.a.	Determine a theme of a text and analyze its development over the course of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	2.	Determine central ideas or themes of a text and analyze their development; provide a summary or thorough analysis of the text, including the appropriate components.
BENCHMARK / GRADE LEVEL INDICATOR	3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Reading**
STANDARD / BENCHMARK		**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		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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		**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.8.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
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.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-totext, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**

BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**

STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Ohio Learning Standards

Language Arts

Grade **6** - Adopted: **2017**

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

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

BENCHMARK / GRADE LEVEL INDICATOR	5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information, while avoiding plagiarism.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Writing**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) fora range of tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**

BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PROFICIENCY LEVEL	W.6.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.4.	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.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RANGE OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

PROFICIENCY LEVEL	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
PROFICIENCY LEVEL	SL.6.1.d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.6.1.d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
PROFICIENCY LEVEL	L.6.1.e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.6.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.6.3.a.	Vary sentence patterns for meaning, reader/listener interest, and style.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
BENCHMARK / GRADE LEVEL INDICATOR	RL.7.3.	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
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.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**TEXT TYPES AND PURPOSES**
BENCHMARK / GRADE LEVEL INDICATOR	**W.7.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

PROFICIENCY LEVEL	W.7.2.a.	Establish a thesis statement to present information.
PROFICIENCY LEVEL	W.7.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.4.	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.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while 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.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.7.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.7.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

PROFICIENCY LEVEL	SL.7.1.b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.7.1.c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
PROFICIENCY LEVEL	SL.7.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.7.1.b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.7.3.a.	Choose language that expresses ideas precisely and concisely.
PROFICIENCY LEVEL	L.7.3.b.	Recognize and eliminate wordiness and redundancy.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.7.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.**

PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.7.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ohio Learning Standards

Language Arts

Grade **8** - Adopted: **2017**

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

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

DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Speaking and Listening**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
BENCHMARK / GRADE LEVEL INDICATOR	2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	3.	Apply knowledge of language to understand how language functions indifferent contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
DOMAIN / ACADEMIC CONTENT STANDARD		**College and Career Readiness Anchor Standards for Language**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
BENCHMARK / GRADE LEVEL INDICATOR	6.	Acquire and use accurately a range of general academic and domain- specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**KEY IDEAS AND DETAILS**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.1.	Cite the textual evidence that most strongly supports an 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.8.2.**	**Analyze literary text development.**
PROFICIENCY LEVEL	RL.8.2.a.	Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
DOMAIN / ACADEMIC CONTENT STANDARD		**Reading Standards for Literature K–12**
STANDARD / BENCHMARK		**CRAFT AND STRUCTURE**
BENCHMARK / GRADE LEVEL INDICATOR	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, mood, and tone, including analogies or allusions to other texts.
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.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. Build background knowledge and activate prior knowledge in order to make text-to-self, text-totext, and text-to-world connections that deepen understanding of the text.
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**PRODUCTION AND DISTRIBUTION OF WRITING**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.4.	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.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
DOMAIN / ACADEMIC CONTENT STANDARD		**Writing Standards K–12**
STANDARD / BENCHMARK		**RESEARCH TO BUILD AND PRESENT KNOWLEDGE**
BENCHMARK / GRADE LEVEL INDICATOR	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

BENCHMARK / GRADE LEVEL INDICATOR	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others, while 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.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**COMPREHENSION AND COLLABORATION**
BENCHMARK / GRADE LEVEL INDICATOR	**SL.8.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
PROFICIENCY LEVEL	SL.8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
PROFICIENCY LEVEL	SL.8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
DOMAIN / ACADEMIC CONTENT STANDARD		**Speaking and Listening Standards K–12**
STANDARD / BENCHMARK		**PRESENTATION OF KNOWLEDGE AND IDEAS**
BENCHMARK / GRADE LEVEL INDICATOR	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**CONVENTIONS OF STANDARD ENGLISH**

BENCHMARK / GRADE LEVEL INDICATOR	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
PROFICIENCY LEVEL	L.8.1.a.	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
PROFICIENCY LEVEL	L.8.1.b.	Form and use verbs in the active and passive voice.
PROFICIENCY LEVEL	L.8.1.d.	Recognize and correct inappropriate shifts in verb voice and mood.
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**KNOWLEDGE OF LANGUAGE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
PROFICIENCY LEVEL	L.8.3.a.	Use verbs in the active and passive voice (e.g., emphasizing the actor or the action).
DOMAIN / ACADEMIC CONTENT STANDARD		**Language Standards K–12**
STANDARD / BENCHMARK		**VOCABULARY ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	**L.8.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.**
PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
PROFICIENCY LEVEL	L.8.4.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 ACQUISITION AND USE**
BENCHMARK / GRADE LEVEL INDICATOR	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.