



**OHIO**  
**Academic Content Standards**  
**K-12 English Language Arts**  
**Benchmarks and Indicators by Grade Level**  
**Grade Eleven**

***Writer's Choice: Grammar and Composition Grade 11* © 2005**

BENCHMARKS AND INDICATORS	PAGE REFERENCES
<b>Phonemic Awareness, Word Recognition and Fluency</b>	
<b>Acquisition of Vocabulary</b>	
1. Recognize and identify how authors clarify meanings of words through context and use definition, restatement, example, comparison, contrast and cause and effect to advance word study.	SE: 789-791 TWE: EE 790
2. Analyze the relationships of pairs of words in analogical statements (e.g., synonyms and antonyms, connotation and denotation) and evaluate the effectiveness of analogous relationships.	SE: 795, 816-817 <i>Cross Curricular Activity 177</i> <i>Exercise 787</i> TWE: T 817 EL 864
3. Examine and explain the influence of the English language on world literature, communications and popular culture.	SE: 759-760, 765-766, 768-769, 771-772 <i>Wordworks 761, 773</i> TWE: MA 771
4. Use knowledge of Greek, Latin and Anglo-Saxon roots, prefixes and suffixes to understand complex words and new subject-area vocabulary (e.g., unknown words in science, mathematics and social studies).	SE: 792-796 TWE: EE 793
5. Determine the meanings and pronunciations of unknown words by using dictionaries, thesauruses, glossaries, technology and textual features, such as definitional footnotes or sidebars.	SE: 784-787 TWE: EE 787
<b>Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies</b>	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	SE: 325-329, 877-881 <i>Journal Writing 29</i> <i>Linking Writing and Literature 44, 109, 164, 262</i> <i>Writing Activities 247, 337</i> TWE: CT 105, 106 ARS 312, 313
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	SE: 806-807 <i>Journal Writing 29, 187</i> <i>Linking Writing and Literature 44, 109, 164, 206, 262, 320</i> TWE: CT 806

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3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.	SE: 805-806
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).	SE: 28-30, 32-34, 244-246, 248-250 <i>Journal Writing 29</i> TWE: C 31
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).	SE: 28-30, 32-34, 190-192, 244-246, 248-250 TWE: C 31
<b>Reading Applications: Informational, Technical and Persuasive Text</b>	
1. Analyze the rhetorical devices used in public documents, including newspaper editorials and speeches.	SE: 302-303, 310-319, 850, 863-864 TWE: LE 313 EE 320
2. Analyze and critique organizational patterns and techniques including repetition of ideas, appeals to authority, reason and emotion, syntax and word choice that authors use to accomplish their purpose and reach their intended audience.	SE: 190-191, 246, 248-250, 310-319 TWE: T 312
3. Analyze the content from several sources on a single issue, clarifying ideas and connecting them to other sources and related topics.	SE: 244-246 <i>Writing Activities 247</i> TWE: C 247
4. Distinguish between valid and invalid inferences and provide evidence to support the findings, noting instances of unsupported inferences, fallacious reasoning, propaganda techniques, bias and stereotyping.	SE: 282-286, 288-292, 302-303, 326, 863-865 TWE: EL 865
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	SE: 40-43, 244-246, 310-319 <i>Linking Writing and Literature 44, 320</i> TWE: WRW 317
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	SE: 326, 863-865 TWE: MA 863
7. Analyze the structure and features of functional and workplace documents, including format, sequence and headers, and how authors use these features to achieve their purposes and to make information accessible and usable.	SE: 409-417, 418-421, 427-431 TWE: C 239 MIN 429
8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules and business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	SE: Pages 418-421, 427-431 may be used to help facilitate this goal. TWE: C 239

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<b>Reading Applications: Literary Text</b>	
1. Compare and contrast motivations and reactions of literary characters confronting similar conflicts (e.g., individual vs. nature, freedom vs. responsibility, individual vs. society), using specific examples of characters' thoughts, words and actions.	SE: 40-43, 104-108, 198-205, 244-246 <i>Linking Writing and Literature</i> 44, 109, 206 TWE: CC 205
2. Analyze the historical, social and cultural context of setting.	SE: 40-43, 104-108, 198-205, 310-319 TWE: CT 42 ARS 108, 200
3. Explain how voice and narrator affect the characterization, plot and credibility.	SE: 40-43 <i>Linking Writing and Literature</i> 44 TWE: TW 43
4. Evaluate the author's use of point of view in a literary text.	SE: 40-43, 310-319 <i>Linking Writing and Literature</i> 44, 320 TWE: WRW 317
5. Analyze variations of universal themes in literary texts.	SE: 40-43, 104-108, 156-163, 186-188 <i>Linking Writing and Literature</i> 44, 109, 164 TWE: C 189
6. Recognize characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.	SE: Pages 156-164 may be used to help facilitate this goal.
7. Analyze the characteristics of various literary periods and how the issues influenced the writers of those periods.	SE: 40-43, 104-108, 198-205, 310-319 TWE: CT 42 ARS 108, 200
8. Evaluate ways authors develop point of view and style to achieve specific rhetorical and aesthetic purposes (e.g., through use of figurative language irony, tone, diction, imagery, symbolism and sounds of language), citing specific examples from text to support analysis.	SE: 40-43, 156-163, 310-319 <i>Linking Writing and Literature</i> 44, 164, 320 TWE: LE 157, 162, 313 CT 159
<b>Writing Processes</b>	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	SE: 57-58 <i>Listening and Speaking</i> 59 <i>Writing Process in Action</i> 100-101, 152-153, 194-195 TWE: C 59
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	SE: 60-62, 68-70 <i>Writing Activities</i> 63 TWE: C 63
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	SE: 72-73, 227, 271, 332-333 <i>Writing Activities</i> 75, 231 <i>Listening and Speaking</i> 75 <i>Writing Process in Action</i> 195 TWE: T 73

BENCHMARKS AND INDICATORS	PAGE REFERENCES
4. Determine a purpose and audience and plan strategies (e.g., adapting formality of style, including explanations or definitions as appropriate to audience needs) to address purpose and audience.	SE: 11, 64-66, 272 <i>Journal Writing</i> 65 <i>Writing Activities</i> 67, 273, 305 TWE: MIN 66 C 67
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	SE: 76-80, 82-84, 226-230 <i>Journal Writing</i> 79 <i>Writing Activities</i> 81, 217 TWE: MIN 332
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.	SE: 76-80, 82-84, 226-230 <i>Writing Activities</i> 81, 85 <i>Writing Process in Action</i> 152-157, 252-255 TWE: T 78
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	SE: 82-83, 360-363 TWE: EE 83 T 362, 363
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.	SE: 82-84, 86-88, 230 <i>Writing Activities</i> 85, 89, 217, 225 <i>Writing Process in Action</i> 102, 254 TWE: C 85
9. Use precise language, action verbs, sensory details, colorful modifiers and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.	SE: 128-130, 132-134 <i>Writing Process in Action</i> 36-39, 100-103, 152-155, 194-197, 252-255 <i>Writing Activities</i> 131, 135 TWE: JWT 133
10. Use available technology to compose text.	SE: 870-876, 877-881 <i>Using Computers</i> 59, 75, 81, 95, 251, 297 TWE: MIN 873
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	SE: <i>Writing Process in Action</i> 102, 154, 196, 308 TWE: MIN 134
12. Add and delete examples and details to better elaborate on a stated central idea, to develop more precise analysis or persuasive argument or to enhance plot, setting and character in narrative texts.	SE: 180, 184 <i>Writing Activities</i> 181, 185 <i>Writing Process in Action</i> 196, 308 TWE: T 180
13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	SE: <i>Writing Activities</i> 85, 217, 225 TWE: MIN 134
14. Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone and voice.	SE: 784-787 <i>Writing Activities</i> 67, 301 TWE: EE 787 MIN 800

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15. Proofread writing, edit to improve conventions (e.g., grammar, spelling, punctuation and capitalization), identify and correct fragments and run-ons and eliminate inappropriate slang or informal language.	SE: 90-93 <i>Listening and Speaking</i> 67, 95 <i>Writing Activities</i> 95, 221, 251 TWE: JWT 91
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	SE: 86-88 <i>Checklist</i> 87, 91 <i>Journal Writing</i> 87, 91 <i>Writing Activities</i> 89 TWE: C 89 JWT 91
17. Prepare for publication (e.g., for display or for sharing with others) writing that follows a manuscript form appropriate for the purpose, which could include such techniques as electronic resources, principles of design (e.g., margins, tabs, spacing and columns) and graphics (e.g., drawings, charts and graphs) to enhance the final product.	SE: 236-238, 296, 870-876, 882-886 <i>Writing Process in Action</i> 103, 155, 197, 255 <i>Writing Activities</i> 239 TWE: MIN 884
<b>Writing Applications</b>	
1. Write reflective compositions that: a. use personal experiences as a basis for reflection on some aspect of life;	SE: <i>Writing Activities</i> 11, 27 <i>Writing Process in Action</i> 36-39, 100-103 TWE: C 39 LS 39
b. draw abstract comparisons between specific incidents and abstract concepts;	SE: <i>Writing Activities</i> 11, 27 <i>Writing Process in Action</i> 36-39, 100-103 TWE: C 39 LS 39
c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and	SE: <i>Writing Activities</i> 11, 27 <i>Writing Process in Action</i> 36-39, 100-103 TWE: C 39 LS 39
d. move from specific examples to generalizations about life.	SE: <i>Writing Activities</i> 11, 27 <i>Writing Process in Action</i> 36-39, 100-103 TWE: C 39 LS 39
2. Write responses to literature that: a. advance a judgment that is interpretative, analytical, evaluative or reflective;	SE: 28-30, 32-34, 190-192, 244-246, 248-250 <i>Journal Writing</i> 29 <i>Writing Activities</i> 35, 251 TWE: T 30 C 197
b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;	SE: 28-30, 32-34, 190-192, 244-246, 248-250 <i>Journal Writing</i> 29 <i>Writing Activities</i> 35, 251 TWE: T 30 C 197

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c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;	SE: 28-30, 32-34, 190-192, 244-246, 248-250 <i>Journal Writing</i> 29 <i>Writing Activities</i> 35, 251 TWE: T 30 C 197
d. identify and assess the impact of possible ambiguities, nuances and complexities within text;	SE: 28-30, 32-34, 190-192, 244-246, 248-250 <i>Journal Writing</i> 29 <i>Writing Activities</i> 35, 251 TWE: T 30 C 197
e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and	SE: 28-30, 32-34, 190-192, 244-246, 248-250 <i>Journal Writing</i> 29 <i>Writing Activities</i> 35, 251 TWE: T 30 C 197
f. provide a sense of closure to the writing.	SE: 28-30, 32-34, 190-192, 244-246, 248-250 <i>Journal Writing</i> 29 <i>Writing Activities</i> 35, 251 TWE: T 30 C 197
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that: a. report, organize and convey information accurately.	SE: 409-417, 418-421, 422-426, 427-431 <i>Writing Process in Action</i> 252-255 TWE: T 429
b. use formatting techniques that make a document user-friendly.	SE: 409-417, 418-421, 422-426, 427-431 <i>Writing Process in Action</i> 252-255 TWE: EE 423
c. anticipate readers' problems, mistakes and misunderstandings.	SE: 409-417, 418-421, 422-426, 427-431 <i>Writing Process in Action</i> 252-255 TWE: MA 418
4. Write informational essays or reports, including research, that: a. develop a controlling idea that conveys a perspective on the subject;	SE: 218-220, 222-224, 232-234, 427-431 <i>Writing Activities</i> 221, 231, 235, 243 <i>Writing Process in Action</i> 252-255 TWE: C 221
b. create an organizing structure appropriate to the purpose, audience and context;	SE: 218-220, 222-224, 229, 232-234, 427-431 <i>Writing Activities</i> 221, 231, 235, 243 <i>Writing Process in Action</i> 252-255 TWE: JWT 219
c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;	SE: 218-220, 222-224, 232-234, 241, 427-431 <i>Writing Activities</i> 221, 231, 235, 243 <i>Writing Process in Action</i> 252-255
d. make distinctions about the relative value and significance of specific data, facts and ideas;	SE: 218-220, 222-224, 232-234, 242, 427-431 <i>Writing Activities</i> 221, 231, 235, 243 <i>Writing Process in Action</i> 252-255 TWE: T 429

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e. anticipate and address a reader's potential biases, misunderstandings and expectations; and	SE: 218-220, 222-224, 232-234, 280, 427-431 <i>Writing Activities</i> 221, 231, 235, 243 <i>Writing Process in Action</i> 252-255 TWE: C 221
f. provide a sense of closure to the writing.	SE: 218-220, 222-224, 232-234, 427-431 <i>Writing Activities</i> 221, 231, 235, 243 <i>Writing Process in Action</i> 252-255 TWE: C 221
5. Write persuasive compositions that: a. articulate a clear position;	SE: 270-272, 274-276, 294-296 <i>Writing Activities</i> 273, 277, 281, 287, 297 TWE: T 279
b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and	SE: 270-272, 274-276, 288-292, 294-296 <i>Writing Activities</i> 273, 277, 281, 287, 297 TWE: C 297
c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).	SE: 270-272, 274-276, 282-286, 290, 294-296 <i>Writing Across the Curriculum</i> 263 <i>Writing Activities</i> 273, 277, 281, 287, 297 TWE: T 290
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	SE: 12-14 <i>Journal Writing</i> 13 <i>Writing Activities</i> 15 <i>Listening and Speaking</i> 147 TWE: MIN 14 C 15
<b>Writing Conventions</b>	
1. Use correct spelling conventions.	SE: 798-803 <i>Writing Process in Action</i> 39, 103 <i>Listening and Speaking</i> 67 <i>Using Computers</i> 95, 247 TWE: T 800
2. Use correct capitalization and punctuation.	SE: 693-711, 713-751 <i>Grammar Link</i> 23, 185, 239 <i>Writing Process in Action</i> 197, 255 TWE: MIN 697
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	SE: 575-590, 623-642 <i>Grammar Link</i> 19, 225 <i>Writing Process in Action</i> 39, 255 TWE: EE 83, 581
<b>Research</b>	
1. Compose open-ended questions for research, assigned or personal interest, and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.	SE: 324-325 <i>Viewing and Representing</i> 131 <i>Writing Activities</i> 329 TWE: T 325

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2. Identify appropriate sources and gather relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).	SE: 325-327, 877-881 <i>Cross Curricular Activity 287</i> TWE: T 879
3. Determine the accuracy of sources and the credibility of the author by analyzing the sources' validity (e.g., authority, accuracy, objectivity, publication date and coverage, etc.).	SE: 326, 807, 924-925 TWE: T 326 C 807 MIN 807
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.	SE: 325-329, 807, 924-925 TWE: C 807 MIN 807
5. Integrate quotations and citations into written text to maintain a flow of ideas.	SE: 327 <i>Writing Across the Curriculum 357</i> TWE: T 328
6. Use style guides to produce oral and written reports that give proper credit for sources, and include appropriate in-text documentation, notes and an acceptable format for source acknowledgement.	SE: 338-343, 925-929 <i>Writing Activities 329, 343</i> TWE: MIN 340, 342
7. Use a variety of communication techniques, (e.g., oral, visual, written or multimedia reports) to present information that supports a clear position about the topic or research question and to maintain an appropriate balance between researched information and original ideas.	SE: 296, 349, 874-876, 882-886, 887-889, 926 <i>Writing Across the Curriculum 110</i> <i>Cross Curricular Activity 181</i> <i>Listening and Speaking 297</i> TWE: T 884
<b>Communication: Oral and Visual</b>	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace) in a variety of settings.	SE: 849-851 <i>Viewing and Representing 99, 139</i> TWE: T 850
2. Analyze types of arguments used by a speaker, such as causation, analogy and logic.	SE: 302-304, 850 <i>Viewing and Representing 281</i> <i>Writing Activities 305</i> TWE: T 850
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.	SE: 302-304, 850 <i>Viewing and Representing 63</i> <i>Writing Activities 305</i> TWE: T 850
4. Evaluate how language choice, diction, syntax and delivery style (e.g., repetition, appeal to emotion, eye contact) affect the mood and tone and impact the audience.	SE: 302-304, 850-851 <i>Viewing and Representing 99, 139, 281</i> <i>Writing Activities 305</i> TWE: T 304, 854

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5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	SE: 853 <i>Listening and Speaking</i> 217, 235, 273, 277, 297 TWE: T 295
6. Adjust volume, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	SE: 854 <i>Listening and Speaking</i> 31, 151 TWE: T 854
7. Vary language choices as appropriate to the context of the speech.	SE: <i>Cross Curricular Activity</i> 193
8. Deliver informational presentations (e.g., expository, research) that: a. present a clear and distinctive perspective on the subject;	SE: 853 <i>Cross Curricular Activity</i> 193 <i>Listening and Speaking</i> on page 235 may also be used to help facilitate this goal.
b. present events or ideas in a logical sequence;	SE: 853 <i>Listening and Speaking</i> 305 <i>Listening and Speaking</i> on page 235 may also be used to help facilitate this goal.
c. support the controlling idea with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;	SE: 853 <i>Writing Activities</i> 297 <i>Listening and Speaking</i> on page 235 may also be used to help facilitate this goal.
d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);	SE: 295 <i>Writing Activities</i> 297 <i>Listening and Speaking</i> 305 <i>Listening and Speaking</i> on page 235 may also be used to help facilitate this goal.
e. use appropriate visual materials (e.g., diagrams, charts, illustrations) and available technology to enhance presentation; and	SE: 296, 854 <i>Cross Curricular Activity</i> 193 TWE: MIN 296 <i>Listening and Speaking</i> on page 235 may also be used to help facilitate this goal.
f. draw from and site multiple sources including both primary and secondary sources and consider the validity and reliability of sources.	SE: 853 <i>Listening and Speaking</i> on page 235 may also be used to help facilitate this goal.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	SE: 852-854 <i>Listening and Speaking</i> on page 235 may also be used to help facilitate this goal.
10. Deliver persuasive presentations that: a. establish and develop a logical and controlled argument;	SE: <i>Writing Activities</i> 297 <i>Listening and Speaking</i> 305 <i>Listening and Speaking</i> on page 273 may also be used to help facilitate this goal.
b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener bias;	SE: 853 <i>Writing Activities</i> 297 <i>Listening and Speaking</i> on page 273 may also be used to help facilitate this goal.

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c. use persuasive strategies, such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;	SE: 853 <i>Listening and Speaking</i> 31 <i>Listening and Speaking</i> on page 273 may also be used to help facilitate this goal.
d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and	SE: 295, 853 <i>Writing Activities</i> 297 <i>Listening and Speaking</i> 305 <i>Listening and Speaking</i> on page 273 may also be used to help facilitate this goal.
e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	SE: 853-854 TWE: T 853 <i>Listening and Speaking</i> on page 273 may also be used to help facilitate this goal.

### Codes Used for TWE Pages

ARS	Active Reading Strategies
C	Close
CC	Compare and Contrast
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
JWT	Journal Writing Tip
LE	Literary Elements
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
T	Teach
TW	Trait Writing
WRW	Writing in the Real World