



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

***Writer's Choice: Grammar and Composition Grade 12* © 2005**

BENCHMARKS AND INDICATORS	PAGE REFERENCES
Phonemic Awareness, Word Recognition and Fluency	
Acquisition of Vocabulary	
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: 785-787 <i>Literature Model</i> 152-157 TWE: ARS 157 T 786
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: 94-96, 226-228, 783, 811-812 <i>Writing Activities</i> 229 TWE: CC 96 T 253 CL 783
3. Examine and explain the influence of the English language on world literature, communications and popular cultures.	SE: 764-765, 767-768 <i>Literature Model</i> 310-315 <i>Linking Writing and Literature</i> 316 <i>Wordworks</i> 757, 760, 766, 769 TWE: T 768
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: 788-792 TWE: T 790, 791
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: 780-783 TWE: T 96
Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies	
1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.	SE: 16-18, 801-803 <i>Listening and Speaking</i> 19 <i>Writing Activities</i> 19 TWE: T 47 CT 199
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.	SE: 190 <i>Journal Writing</i> 29 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 266, 316 TWE: ARS 105

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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: 16-18, 324, 801-803 <i>Journal Writing</i> 17 <i>Listening and Speaking</i> 19 <i>Writing Activities</i> 19, 325 TWE: MA 16 ARS 262, 263
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, 248-250, 252-254 <i>Journal Writing</i> 29 TWE: JWT 29 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, 252-254 TWE: C 31
Reading Applications: Informational, Technical and Persuasive Text	
1. Analyze the rhetorical devices used in public documents, including state or school policy statements, newspaper editorials and speeches.	TWE: T 849
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: 260-265, 310-315 <i>Linking Writing and Literature</i> 266, 316 TWE: TW 262, 263
3. Analyze and compile information from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics.	SE: 248-250, 252-254 <i>Writing Activities</i> 251, 255
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: 250, 280-282, 284-285, 288-292, 803 <i>Literature Model</i> 310-315 TWE: CL 803
5. Examine an author's implicit and explicit philosophical assumptions and beliefs about a subject.	SE: 40-47, 196-203, 260-265, 310-315 <i>Linking Writing and Literature</i> 48, 204, 266, 316 TWE: CT 261
6. Evaluate the effectiveness and validity of arguments in public documents and their appeal to various audiences.	SE: 302-304 <i>Journal Writing</i> 303 <i>Writing Activities</i> 305 TWE: C 305
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: 406-413, 414-418, 419-423, 425-427 TWE: MA 414

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8. Critique functional and workplace documents (e.g., instructions, technical manuals, travel schedules, business memoranda) for sequencing of information and procedures, anticipation of possible reader misunderstandings and visual appeal.	SE: Pages 414-418, 419-423, 425-427 can be used to help facilitate this goal. TWE: MA 424
Reading Applications: Literary Text	
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: 196-203, 260-265 TWE: CAC 265
2. Analyze the historical, social and cultural context of setting.	SE: 152-157, 196-203, 310-315 <i>Linking Writing and Literature</i> 316 TWE: EE 314
3. Explain how voice and narrator affect the characterization, plot and credibility.	SE: 196-203, 260-265, 310-315 TWE: TW 198, 201, 311 CT 261
4. Evaluate the author's use of point of view in a literary text.	SE: 252-254, 260-265, 310-315 TWE: CT 265
5. Analyze variations of universal themes in literary texts.	SE: 196-203, 260-265, 310-315 TWE: CAC 265 EE 314
6. Recognize and differentiate characteristics of subgenres, including satire, parody and allegory, and explain how choice of genre affects the expression of a theme or topic.	SE: 34, 294-296, 298-299 TWE: C 35, 301
7. Compare and contrast varying characteristics of American, British, world and multi-cultural literature.	SE: 40-47, 102-106, 152-157, 196-203, 310-315 <i>Linking Writing and Literature</i> 48, 107, 158, 204, 316 TWE: CAC 315, 317
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: 152-157, 310-315 TWE: CT 154 LE 155, 313
Writing Processes	
1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.	SE: 60-61 <i>Listening and Speaking</i> 63 TWE: T 61
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).	SE: <i>Writing Process in Action</i> 37, 99, 148-149, 193, 257, 307 TWE: T 324

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3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.	SE: 223, 328-329, 913 <i>Writing Activities</i> 67, 297 <i>Listening and Speaking</i> 67 TWE: T 278
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: 64-66 <i>Writing Activities</i> 67, 183 <i>Viewing and Representing</i> 67 TWE: JWT 65
5. Use organizational strategies (e.g., notes and outlines) to plan writing.	SE: 70-72, 126-128, 324, 326-329 TWE: T 327 EE 328
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: 68-72, 126-130, 172-174, 910-911, 913 <i>Listening and Speaking</i> 73 <i>Writing Activities</i> 131, 135, 175 TWE: C 73
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).	SE: 359, 907-909 TWE: C 359
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: 74-76, 134, 908-909, 911-912 <i>Writing Process in Action</i> 36-39, 256-259 <i>Writing Activities</i> 77, 81, 135 TWE: C 77
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: 184-186 <i>Writing Process in Action</i> 98-101, 148-151 <i>Writing Activities</i> 183, 187 TWE: EL 187 MIN 286
10. Use available technology to compose text.	SE: 873-876 <i>Using Computers</i> 23, 63, 85, 131, 135, 243, 293 TWE: T 875
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.	SE: 172-174, 180-182 <i>Journal Writing</i> 181 <i>Writing Activities</i> 183 TWE: JWT 181
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: 78-80, 166-170, 909-910 <i>Writing Activities</i> 81, 171, 287 <i>Cross Curricular Activity</i> 139 TWE: MA 78

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13. Rearrange words, sentences and paragraphs, and add transitional words and phrases to clarify meaning and achieve specific aesthetic and rhetorical purposes.	SE: 78-80, 82-84, 134, 359, 907-909 <i>Writing Process in Action</i> 148-151 TWE: JWT 83
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: 94-96, 780-783 <i>Writing Process in Action</i> 36-39, 148-151, 192-195, 306-309 <i>Writing Activities</i> 97 TWE: T 96
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: 82-84, 86-88 <i>Writing Process in Action</i> 36-39, 98-101, 148-151 <i>Writing Activities</i> 85, 89 TWE: T 83
16. Apply tools (e.g., rubric, checklist and feedback) to judge the quality of writing.	SE: 87, 344 <i>Checklist</i> 79, 80 <i>Writing Process in Action</i> 306-309 TWE: C 81
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: 90-92, 230-232, 873-876 <i>Writing Process in Action</i> 36-39, 256-259 TWE: JWT 91
Writing Applications	
1. Write reflective compositions that: a. use personal experiences as a basis for reflection on some aspect of life;	SE: 20-22 <i>Writing Activities</i> 23 <i>Writing Process in Action</i> 36-39, 192-195 TWE: C 23
b. draw abstract comparisons between specific incidents and abstract concepts;	SE: 248-250, 252-254 <i>Writing Process in Action</i> 36-39, 192-195 TWE: MIN 254
c. maintain a balance between describing incidents and relating them to more general, abstract ideas that illustrate personal beliefs; and	SE: 20-22, 252-254 <i>Writing Activities</i> 23, 255 <i>Writing Process in Action</i> 36-39, 148-151, 192-195, 306-309 TWE: C 255
d. move from specific examples to generalizations about life.	SE: 20-22, 252-254 <i>Writing Activities</i> 23, 255 <i>Writing Process in Action</i> 36-39, 148-151, 192-195, 306-309 TWE: C 255
2. Write responses to literature that: a. advance a judgment that is interpretative, analytical, evaluative or reflective;	SE: 28-30, 32-34, 248-250, 252-254 <i>Writing Activities</i> 31, 35, 251, 255 TWE: MIN 34

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b. support key ideas and viewpoints with accurate and detailed references to the text or to other works and authors;	SE: 28-30, 248-250, 252-254 <i>Writing Activities</i> 31, 251, 255 <i>Writing Process in Action</i> 98-101 TWE: T 250
c. analyze the author's use of stylistic devices and express an appreciation of the effects the devices create;	SE: 28-30, 32-34, 248-250, 252-254 <i>Writing Activities</i> 251 <i>Writing Process in Action</i> 98-101 TWE: C 251
d. identify and assess the impact of possible ambiguities, nuances and complexities within text;	SE: 28-30, 32-34, 248-250, 252-254 <i>Writing Process in Action</i> 98-101
e. anticipate and answer a reader's questions, counterclaims or divergent interpretations; and	SE: 28-30, 32-34, 248-250, 252-254 <i>Writing Process in Action</i> 98-101 <i>Writing Activities</i> 251
f. provide a sense of closure to the writing.	SE: 72 <i>Writing Process in Action</i> 101 TWE: C 73
3. Write functional documents (e.g., requests for information, resumes, letters of complaint, memos and proposals) that:	SE: 20-22, 24-26, 216-218, 244-246, 405-413, 414-419 <i>Writing Activities</i> 27, 219, 247 TWE: MA 144
a. report, organize and convey information accurately;	
b. use formatting techniques that make a document user-friendly; and	SE: 216-218, 246, 419-423 TWE: T 246 C 247
c. anticipate readers' problems, mistakes and misunderstandings.	SE: 216-218, 244-246, 425-427
4. Write informational essays or reports, including research, that:	SE: 214, 226-228, 234-236, 238-242 <i>Writing Activities</i> 237, 243 <i>Writing Process in Action</i> 256-259 TWE: MIN 236
a. develop a controlling idea that conveys a perspective on the subject;	
b. create an organizing structure appropriate to purpose, audience and context;	SE: 220-224, 234-236 <i>Writing Activities</i> 225, 237, 251 <i>Writing Process in Action</i> 256-259 TWE: JWT 221
c. include information on all relevant perspectives, considering the validity and reliability of primary and secondary sources;	SE: 250, 280-282, 322, 803 TWE: CL 803
d. make distinctions about the relative value and significance of specific data, facts and ideas;	SE: <i>Writing Process in Action</i> 256-259
e. anticipate and address a reader's potential biases, misunderstandings and expectations; and	SE: 250 <i>Writing Activities</i> 251 TWE: T 250
f. provide a sense of closure to the writing.	SE: <i>Writing Process in Action</i> 256-259

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5. Write persuasive compositions that: a. articulate a clear position;	SE: 274-278 <i>Writing Activities</i> 274 <i>Writing Process in Action</i> 306-309 TWE: T 278
b. support assertions using rhetorical devices, including appeals to emotion or logic and personal anecdotes; and	SE: 284-286 <i>Writing Process in Action</i> 306-309
c. develop arguments using a variety of methods (e.g., examples, beliefs, expert opinion, cause-effect reasoning).	SE: 280-282, 288-292 <i>Writing Activities</i> 283, 293 <i>Writing Process in Action</i> 306-309 TWE: MIN 282 C 293
6. Produce informal writings (e.g., journals, notes and poems) for various purposes.	SE: 8-10, 12-14, 16-18, 32-34 <i>Listening and Speaking</i> 15 <i>Writing Activities</i> 35 TWE: MA 12 C 101
Writing Conventions	
1. Use correct spelling conventions.	SE: 794-797 <i>Listening and Speaking</i> 23, 143 <i>Writing Activities</i> 89 <i>Writing Process in Action</i> 100-101, 194-195, 258-259 TWE: EL 798
2. Use correct capitalization and punctuation.	SE: 691-706, 709-741 <i>Writing Process in Action</i> 38-39, 100-101 <i>Writing Activities</i> 89 TWE: MIN 715
3. Use correct grammar (e.g., verb tenses, parallel structure, indefinite and relative pronouns).	SE: 393-395, 571-586, 621-639, 908-909 <i>Writing Activities</i> 81, 89 <i>Writing Process in Action</i> 148-151, 192-195, 306-309 TWE: C 395
Research	
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: 320-321 <i>Writing Activities</i> 325 <i>Writing Across the Curriculum</i> 353 TWE: T 322
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: 322-324, 771-778, 868-872, 917 <i>Writing Activities</i> 325 <i>Writing Across the Curriculum</i> 353 TWE: CL 871

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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: 280-282, 323, 803, 860-861, 917-918 TWE: MIN 282 CL 803
4. Analyze the complexities and discrepancies in information and systematically organize relevant information to support central ideas, concepts and themes.	SE: 326-329, 330-333, 803, 918 <i>Writing Across the Curriculum</i> 353 TWE: T 328
5. Integrate quotations and citations into written text to maintain a flow of ideas.	SE: 334-339, 918-922 <i>Writing Activities</i> 339 TWE: MIN 336, 337
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: 334-339, 918-922 <i>Writing Activities</i> 339 TWE: MIN 336, 337
7. Use a variety of communication techniques including oral, visual, written or multimedia report to present information that supports a clear position about the topic or research question and defend the credibility and validity of the information presented.	SE: 345, 862-864, 873-876, 877-881, 919 TWE: CL 880
Communication: Oral and Visual	
1. Apply active listening strategies (e.g., monitoring message for clarity, selecting and organizing essential information, noting cues such as changes in pace).	SE: 845-847 <i>Listening and Speaking</i> 97 TWE: T 846
2. Analyze types of arguments used by the speaker, such as causation, analogy and logic.	SE: 846 <i>Viewing and Representing</i> 287
3. Critique the clarity, effectiveness and overall coherence of a speaker's key points.	SE: 846
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: 846-847 <i>Listening and Speaking</i> 97 <i>Viewing and Representing</i> 287 TWE: C 283 T 850
5. Demonstrate an understanding of the rules of the English language and select language appropriate to purpose and audience.	SE: 848-850 TWE: T 849
6. Adjust volume, tempo, phrasing, enunciation, voice modulation and inflection to stress important ideas and impact audience response.	SE: 850
7. Vary language choices as appropriate to the context of the speech.	SE: 848-850 <i>Listening and Speaking</i> 85

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8. Deliver informational presentations (e.g., expository, research) that: a. present a clear and distinctive perspective on the subject;	SE: <i>Listening and Speaking</i> 187, 247, 251 TWE: MIN 240
b. present events or ideas in a logical sequence;	SE: <i>Listening and Speaking</i> 175
c. support the controlling idea or thesis with well-chosen and relevant facts, details, examples, quotations, statistics, stories and anecdotes;	SE: 848-849 <i>Listening and Speaking</i> 247, 255 <i>Viewing and Representing</i> 251 TWE: MIN 240
d. include an effective introduction and conclusion and use a consistent organizational structure (e.g., cause-effect, compare-contrast, problem-solution);	SE: 849 <i>Listening and Speaking</i> on page 219 can 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: 849 <i>Cross Curricular Activity</i> 11 <i>Viewing and Representing</i> 73 TWE: LS 111 MIN 849
f. draw from and site multiple sources, including both primary and secondary sources, and consider the validity and reliability of sources.	SE: <i>Listening and Speaking</i> on page 279, and <i>Viewing and Representing</i> on page 251 can be used to help facilitate this goal.
9. Deliver formal and informal descriptive presentations that convey relevant information and descriptive details.	SE: <i>Listening and Speaking</i> 11, 187, 247, 251 <i>Viewing and Representing</i> 73
10. Deliver persuasive presentations that: a. establish and develop a logical and controlled argument;	SE: 849 <i>Listening and Speaking</i> 237, 247, 251, 279
b. include relevant evidence, differentiating between evidence and opinion, to support a position and to address counter-arguments or listener biases;	SE: <i>Listening and Speaking</i> 247, 251, 279
c. use persuasive strategies such as rhetorical devices, anecdotes and appeals to emotion, authority, reason, pathos and logic;	SE: 849 <i>Listening and Speaking</i> 237, 247, 279
d. consistently use common organizational structures as appropriate (e.g., cause-effect, compare-contrast, problem-solution); and	SE: <i>Listening and Speaking</i> 237, 279
e. use speaking techniques (e.g., reasoning, emotional appeal, case studies or analogies).	SE: <i>Listening and Speaking</i> 85, 237, 247, 251, 279

Codes Used for TWE Pages

ARS	Active Reading Strategies
C	Close
CAC	Compare and Contrast
CC	Cultural Connections
CL	Cooperative Learning
CT	Critical Thinking
EE	Enrichment and Extension
EL	Exploring Language
JWT	Journal Writing Tip
LE	Literary Element
LS	Listening and Speaking
MA	Motivating Activity
MIN	Meeting Individual Needs
T	Teach
TW	Trait Writing