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Ohio

Ohio's Model Curriculum
with Instructional Supports

GRADE 11-12

English Language Arts

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English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grades 11-12

Model Curriculum Overview

Just as Ohio Revised Code mandates the development of state standards, the law also requires the development of the model curriculum for those learning standards [3301.079(B)]. The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to Ohio’s Learning Standards for English Language Arts.

In spring 2017, over 200 educational stakeholders (teachers, curriculum directors, principals, higher education personnel) from across the state of Ohio revised the Model Curriculum. These educators volunteered to serve on eleven (11) English Language Arts grade level writing teams that met in Columbus, Ohio monthly from January to June 2017 to review the model curriculum and make updates to all current sections based on the need for clarity, detail and relevance to the recently revised learning standards. Specialists also volunteered for resource teams that met virtually during the same time period in order to ensure the inclusion of educational technology, modifications for diverse learners and career connections to the English Language Arts Model Curriculum at each grade level.

The Model Curriculum in English Language Arts is organized by strand and topic. For example, the components below will be defined in groups represented by the overall division and the category in that division that houses the standard statements.

Strand	Reading Literature
Topic	Key Ideas and Details
Standards	<p>RL.1 Quote accurately from a text when explaining text.</p> <p>RL.2 Analyze literary text development.</p> <p> a. Determine a theme of a story, drama, or poem and respond to challenges or how the speaker in the text responds to challenges.</p> <p> b. Summarize the text, incorporating a theme d</p> <p>RL3 Compare and contrast two or more characters, the text (e.g., how characters interact).</p>

Components of the Model Curriculum

The following descriptions provide clarification for and definitions of the components of the Model Curriculum. Each page of the Model Curriculum includes the strand and standard statements associated with these components.

CONTENT ELABORATIONS

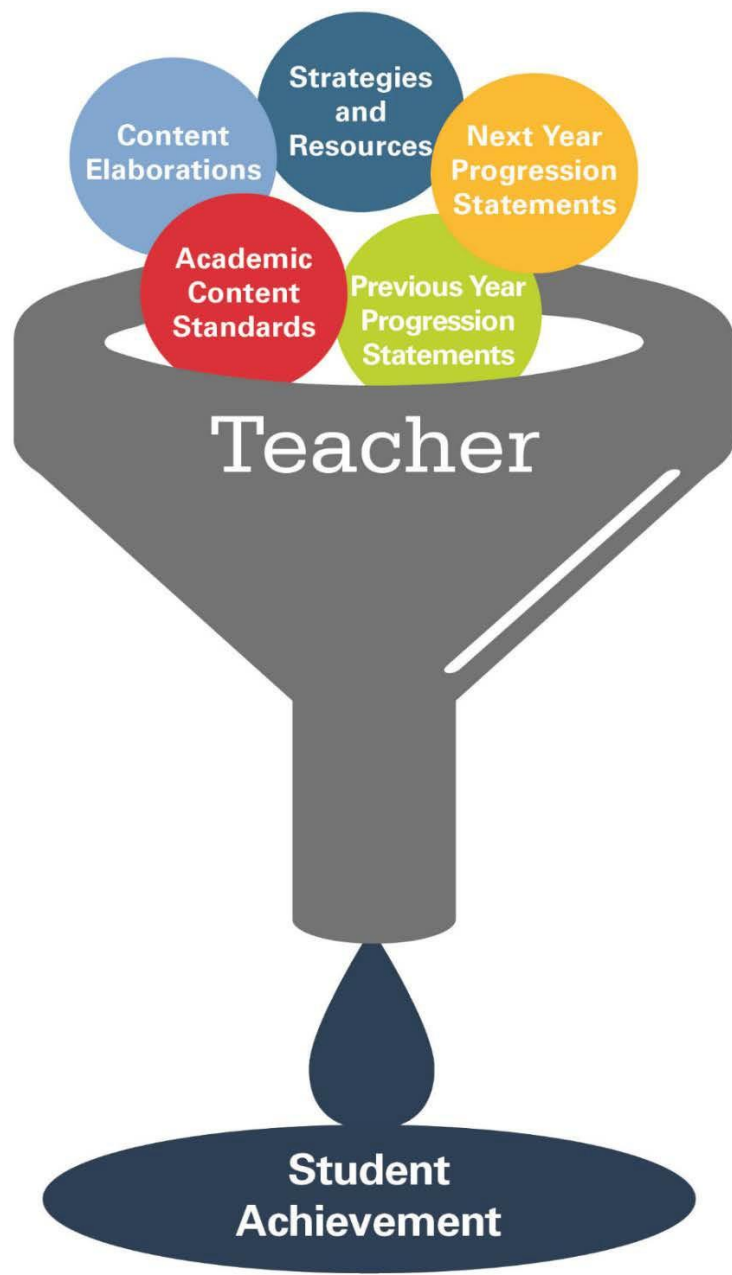
This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations of the knowledge and skills represented in the learning standards.

PROGRESSIONS

Found before and after the Content Elaborations section of the Model Curriculum, progression statements provide educators with a general description of the knowledge and skills students learned prior to that grade level/band and the knowledge and skills students are expected to learn in the next grade level/band. Progressions reflect the gradual development of skills over time. The educators who updated the model curriculum paid particular attention to vertically align these progressions, which means that they represent the way the standards' skills and knowledge build on one another and increase in complexity from kindergarten to the anchor standards.

Instructional Supports

The Instructional Supports section contains the Instructional Strategies and Instructional Tools/Resources which are designed to be fluid and improving over time, through additional research and input from the educational community. In our effort to make sure that our Instructional Supports reflect best practices, this section is under revision.



Function of the Components and Supports

The Model Curriculum is a tool that provides educators with information that clarifies the learning standards and sets the foundation for planning and developing instruction aligned to **Ohio's Learning Standards for English Language Arts**. As educators begin to use this tool, it is important to understand how all of the components work together to accomplish the goal of educating Ohio students.

As illustrated to the left, the classroom teacher gathers information related to each of the components of the model curriculum. Before the school year begins or when teaching a new grade level, educators can review the **Previous Grade Level Progression Statements** which summarize the prior year's *content standards* and includes the following:

- » Information about what students should know and be able to do
- » Information on the background knowledge teachers can activate in students and scaffold learning
- » Information that will help teachers develop diagnostic and formative assessments

While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the Content Elaborations, as well as reviewing the Instructional Strategies and Resources, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how the grade level instruction promotes student growth toward college and career readiness.

As teachers facilitate learning using instructional best practices, the Next Grade Level Progression Statements help educators understand how the standards will progress from the current grade level to the next. These statements help teachers recognize the knowledge and skills students need in order to be successful in the next grade level.

With a greater understanding of what students bring to the classroom from the previous year, the knowledge and skills in the learning standards, strategies and resources to help students learn the knowledge and skills in the learning standards, and awareness of the goal in preparing students to be ready for the next school year, educators can facilitate what is most valuable about all of these components working together: Student Achievement.

Using the Model Curriculum

WHAT IT IS	WHAT IT IS NOT
<ul style="list-style-type: none"> » detailed descriptions of the knowledge and skills in the learning standards at each grade level and topic » best practice examples of instructional strategies and resources to serve as a catalyst to ignite thinking about innovative teaching practices » a support for instructional planning using the learning standards as a foundation 	<ul style="list-style-type: none"> ⊗ lesson plans ⊗ an exhaustive list of classroom activities per standard ⊗ instructional units ⊗ a resource meant to replace your district's decisions and direction



Additional Resources to Support the Model Curriculum

ENGLISH LANGUAGE ARTS MODEL CURRICULUM WEBPAGE

The model curriculum documents are posted on [this page](#), along with many other supporting resources, including the following:

- » Curriculum map introduction and description: this resource creates a framework from the standards and model curriculum for planning units around big ideas/concepts; sequencing units to the school year; intradisciplinary and interdisciplinary connections; diverse learner considerations; technology integration; formative, summative and performance-based assessment practices; and resources
- » [Curriculum map](#): this is a template that can be used for planning
- » [English Language Arts Resource Evaluation Tool](#): this can be used to ensure that resources used by districts are aligned to the learning standards and best practice, research-based instruction
- » [Ohio's Learning Standards for English Language Arts](#) are posted on our [Transition page](#), along with the helpful resources below, which are also hyperlinked throughout the model curriculum documents.
- » [Determining Theme Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Types of Summaries Standard Guidance](#) provides support for RL.3-12.2 and RI.3-12.2.
- » [Establishing a Thesis Standard Guidance](#) provides support for W.6-12.1-2.

BECOMING COLLEGE AND CAREER READY

College and Career Readiness (CCR) means students are prepared to enter college and the workforce after high school. The K-12 grade-specific standards define end-of-year expectations and build to ensure students have the necessary knowledge and skills to succeed; however, they will need more than content knowledge in order to navigate their new environment. Tony Wagner (2008) of Harvard University suggests students need seven survival skills to thrive in what he calls the *global knowledge economy*. Many of these skills, although not related to particular content areas, are inherent in *Ohio's Learning Standards for English Language Arts*.

The introduction information for our learning standards offers a portrait of students who consistently exhibit these secondary skills, which are considered to embody college and career readiness. First, students demonstrate independence in constructing effecting arguments, conveying multifaceted information and discerning a speaker's message, while asking for clarification, as needed. This skill is closely related to Wagner's *Critical Thinking and Problem Solving*, in which students ask the right questions in order to find systematic solutions to problems. Speaking and Listening standards one and three ask the student to ask clarifying questions and evaluate a speaker's perspective. In addition, Writing standard seven requires students to research to answer questions. These are supported by Reading Information Text standard eight, which asks students to evaluate arguments, thinking critically about the validity of the speaker or author's reasoning.

In addition to independence, college and career ready students should be able to understand various perspectives and cultures, responding effectively to different audiences and tasks. These skills relate to Wagner's *Collaboration across Networks* and *Effective Oral and Written Communication*. In the standards, students are given various writing and speaking tasks aimed at diverse audiences (SL.6 & W.5) and are expected to communicate ideas clearly and accurately. The Writing and Language standards offer goals for students in relation to effective written communication that is concise and appropriate, while Speaking and Listening standards guide students to collaborative thinking.

These skills, along with *Accessing and Analyzing Information* and *Curiosity and Imagination*, allow students to write, speak, and create 21st century presentations that are authentic and engaging. While students are gaining content knowledge in English Language Arts, educators can foster these secondary skills in order to prepare students to interact and succeed in post-secondary education and the workforce.

English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grades 11-12

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	<i>Key Ideas and Details</i>
Standards	<p>RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL. 11-12.2 Analyze literary text development.</p> <p>Determine two or more themes of a text and analyze their development over the course of the text, including how they interact and build on one another.</p> <p>Produce a thorough analysis of the text.</p> <p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
<p><u>Previous Grade Band Progression Statement</u> In the previous grade band, students were expected to analyze and draw inferences from texts, examine the progression of theme, and explore the development of complex characters. Students were expected to cite strong and thorough evidence to examine the author's purpose.</p> <p><u>Content Elaborations</u> When analyzing Key Ideas and Details, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Critical reading includes understanding the ways authors influence readers with what the text states explicitly and implicitly. Through the process of literary analysis, readers should examine the way an author carefully positions details that support the theme. Readers cite textual evidence to support their assertions. Informative abstracts or analyses should include, but are not limited to, the purpose of the text, key details essential to understanding the text, important events, essential plot details, and the resolution of the story. Readers should further examine the author's purpose and development of story elements and literary devices that shape the plot and, ultimately, the theme.</p> <p>See the Determining a Theme Guidance and the Types of Summaries Standard Guidance documents for more information on these skills.</p>	

Instructional Supports for the Model Curriculum	
	<u>Instructional Strategies</u> <i>This section is under revision.</i>
	<u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Literature
Topic	<i>Craft and Structure</i>
Standards	<p>RL.11-12.4 Determine the connotative, denotative, and figurative meanings of words and phrases as they are used in the text; analyze the impact of author's diction, including multiple-meaning words or language that is particularly evocative to the tone and mood of the text.</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6 Analyze a case in which grasping a point of view or perspective requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement) and evaluate the impact of these literary devices on the content and style of the text.</p>
<p><u>Previous Grade Band Progression Statement</u> In the previous grade band, students were expected to determine the impact of figurative and connotative words on tone, examine how an author's choice of structure influences the text, and analyze multiple points of view and perspectives in world literature. Students were expected to understand how the author's global and cultural experiences impact the meaning of the author's text.</p> <p><u>Content Elaborations</u> Analyzing the Craft and Structure of literature requires the reader to examine the author's style closely. Readers can identify specific language choices and organizational strategies that authors use to enable readers to comprehend representations of people, events, ideas, and information. Readers reflect on the connotative meanings of words and phrases in texts as a tool by which they discover the meaning, tone, mood, and theme of a text. Readers understand that an author's perspective impacts choices made about the text and acknowledge the point of view from which the narrative is told.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Reading: Literature
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>RL.11-12.8 (Not applicable to literature)</p> <p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early- twentieth-century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics.</p>
<p><u>Previous Grade Band Progression Statement</u> In the previous grade band, students were expected to analyze the representation of a subject or key scene in two different mediums and examine how an author uses source material in specific texts. Students were expected to draw a deeper understanding of a literary work based on allusions used within the text.</p> <p><u>Content Elaborations</u> The Integration of Knowledge and Ideas is important in forming a skilled reader. By examining and comparing key scenes, as envisioned by different actors and directors, students become aware of how interpretation affects understanding. Readers should explore various, specific works using multiple perspectives and varied literary critical theories to determine the author's overall intention. Readers should experience stories, dramas and poems in multiple forms. They should read it, hear it and watch it being performed.</p> <p>Then, students should analyze each medium's interpretation of the text.</p>	

Instructional Supports for the Model Curriculum	
<p><u>Instructional Strategies</u> <i>This section is under revision.</i></p> <p><u>Instructional Tools/Resources</u> <i>This section is under revision.</i></p>	

Strand	Reading: Literature
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard	<p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p> <p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, societal, and ethical connections that deepen understanding of complex text.</p>

Previous Grade Band Progression Statement

By the end of grade 9, students were expected to read and comprehend literature, including stories, dramas, and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were expected to read and comprehend literature, including stories, dramas and poems at the high end of the grades 9-10 text complexity band independently and proficiently.

Content Elaborations

Readers should show growth through extensive reading of a variety of genres from diverse cultures and a range of time periods. Readers should activate prior knowledge and build background knowledge to make personal, societal and ethical connections that deepen the understanding of complex text.

[Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Readers should use literature to build important reading skills and strategies, as well as become familiar with various complex text structures and elements.

Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Instructional Supports for the Model Curriculum	
	<u>Instructional Strategies</u>
	<i>This section is under revision.</i>
	<u>Instructional Tools/Resources</u>
	<i>This section is under revision.</i>

READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational Text
Topic	Key Ideas and Details
Standards	<p>RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Analyze informational text development.</p> <ul style="list-style-type: none"> a. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another. b. Craft an informative abstract that delineates how the central ideas of a text interact and build on one another. <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>
<p>Previous Grade Band Progression Statement Students in previous grades were expected to cite and draw inferences from the text; analyze informational text development; determine and analyze the development of the central idea of a text, including how it emerges and is shaped and refined by specific details; and provide an objective summary of the text that includes the development of the central idea and how details impact this idea. Students were expected to utilize strong evidence to support a claim.</p> <p>Content Elaborations When analyzing Key Ideas and Details, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas.</p> <p>Students should demonstrate comprehension of a text and support their analysis by selecting textual evidence for explicit and implicit ideas. The textual evidence should be compelling and provide the best examples in order to fully support the analysis. Students should question, consider and be able to support textual uncertainty.</p> <p>Students should be able to identify two or more central ideas and discuss how the author develops them in the beginning, middle and end sections of the text. Students should also analyze how the central ideas support each other or how they are related to each other.</p> <p>Informative abstracts should include the purpose of the text, important specifics (dates, names or places), claims and counterclaims and/or important events sequenced, and synthesis of concluding remarks from the author of the text or resolution of the story. See the Types of Summaries Standard Guidance for more information on writing summaries.</p> <p>In addition to determining the central idea of a text, students should examine other components of a text. (For example: how the speaker of a text is changed by an event in the text.)</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Reading: Informational Text
Topic	<i>Craft and Structure</i>
Standards	<p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6 Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>
<p><u>Previous Grade Band Progression Statement</u> Students in previous grades were expected to determine the meaning of words and terms and how they impact the tone of the text, examine how the author's ideas are developed and refined, and analyze how the author uses rhetoric to shape the perspective or purpose of the text. Students were expected to use specific organizational strategies and rhetorical content to convey meaning.</p> <p><u>Content Elaborations</u> Examining the author's technique is the essential focus when analyzing the Craft and Structure of an informational text.</p> <p>Students should consider that words and phrases might have multiple meanings and that authors select specific language (emotive, evocative, formal, informal, etc.) and use specific organizational and rhetorical devices and strategies to convey ideas.</p> <p>Students should identify the organizational pattern(s) an author uses in his/her exposition or argument. Students also should analyze the effectiveness of the author's choice of structure in relation to his/her overall purpose.</p> <p>Students should identify the author's purpose or perspective and also characterize an author's style by examining features, such as structure, diction and syntax. Additionally, students should analyze how the author's style impacts the audience or the text.</p>	

Instructional Supports for the Model Curriculum	
	<u>Instructional Strategies</u> <i>This section is under revision.</i>
	<u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Informational Text
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</p> <p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>
<p><u>Previous Grade Band Progression Statement</u></p> <p>Students in previous grades were expected to examine various texts presented in different mediums, delineate and evaluate arguments, and analyze the central ideas and concepts of seminal U.S. documents of historical and literary significance.</p> <p>Students were expected to evaluate evidence and eliminate false and illogical evidence in order to enhance comprehension of the text.</p> <p><u>Content Elaborations</u></p> <p>The ability to Integrate Knowledge and Ideas from informational text requires analysis and evaluation of critical ideas and concepts from various perspectives. Critical reading of a wide variety of seminal texts, including those told from historical, literary, and scientific perspectives, mirrors and challenges thinking and enhances the understanding of content.</p> <p>Students will identify the rhetorical situation (premises, purposes and arguments) in U.S. seminal texts, then describe and explain the logic used. Students will evaluate the effectiveness of the logic in relationship to the author's purpose of influencing or supporting a particular cause or group (public advocacy).</p> <p>Students will analyze a variety of U.S. foundational documents (ones that established or influenced the basis of our nation's ideology) for the text's central idea, purpose and rhetorical features.</p>	

Instructional Supports for the Model Curriculum	
	<u>Instructional Strategies</u> <i>This section is under revision.</i>
	<u>Instructional Tools/Resources</u> <i>This section is under revision.</i>

Strand	Reading: Informational Text
Topic	<i>Range of Reading and Level of Text Complexity</i>
Standard	<p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

Previous Grade Band Progression Statement

By the end of grade 9, students were expected to comprehend literary nonfiction, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were expected to read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Content Elaborations

To help teachers match complex, grade-appropriate texts to their students, the Ohio Learning Standards document contains a model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Students should show growth through extensive reading of a variety of genres from diverse cultures and a range of time periods.

Students should use texts to build important reading skills and strategies, as well as become familiar with various complex text structures and elements.

Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



Instructional Supports for the Model Curriculum	
	<u>Instructional Strategies</u> <i>This section is under revision.</i>
	<u>Instructional Tools/Resources</u> <i>This section is under revision..</i>

WRITING STRAND

Strand	Writing
Topic	Text Types and Purposes
Standard	<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Establish a clear and thorough thesis to present a complex argument. b. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. c. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. d. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the argument presented. <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Establish a clear and thorough thesis to present and explain information. b. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. e. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Strand	Writing
Topic	Text Types and Purposes
	<p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

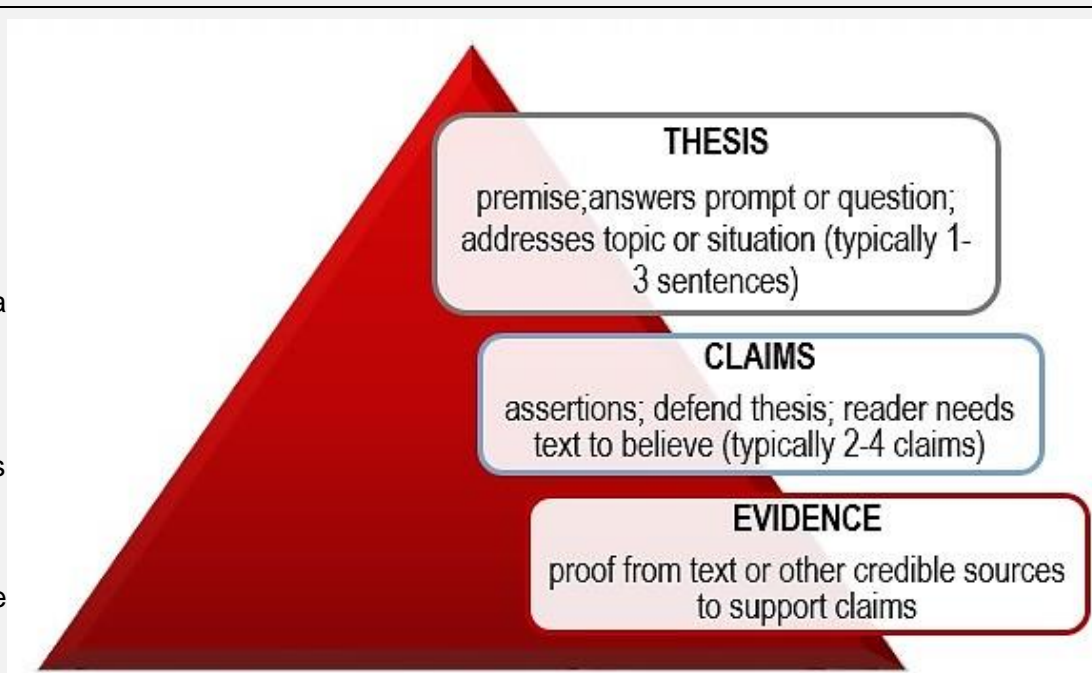
Previous Grade Band Progression Statement

In the previous grade band, students were expected to produce informative and narrative writings that examine and convey complex ideas, and have well-developed arguments with valid reasoning, relevant evidence and well-chosen details.

Content Elaborations

Students should establish a thesis or thesis statement as a foundation for their argument and informative/explanatory writing tasks. The thesis should be confirmed first by claims at the paragraph level, which need to be clear, while being supported with textual evidence and credible sources. The supporting evidence substantiates the claims and can be in various forms, including facts, quotations, examples, details and/or statistics. Students explain, in their own words, the relevance of the evidence to their claims (or counterclaims), which is called *analysis*. See the [Establishing a Thesis Standard Guidance](#) for more details about the thesis-claim-evidence structure.

When writers argue, they choose precise textual evidence to develop and support claims and to address counterclaims within the composition's paragraphs. When writers inform/explain, they choose precise and objective textual evidence to develop and convey information. When using outside information in both arguments and informative/explanatory compositions, writers choose valid and scholarly sources and distinguish between reliable and unreliable sources. The realm of sources may include materials from multiple outlets, such as text, media, interviews,



Strand	Writing
Topic	Text Types and Purposes
	<p>surveys, artwork and observations.</p> <p>Informational and explanatory writing (to inform or explain) in this grade band will be similar to that of the previous grade band. Students will be expected to develop a clear thesis/topic, which is supported by facts, extended definitions, concrete details, quotations or other information and examples that will support and clarify the thesis/topic that is appropriate for the intended audience. Students will also work to create coherence and completeness through varied sentence structure/syntax and effective transitional strategies. The response is expected to have an evident organizational structure from introduction to conclusion based on purpose and audience while developing and maintaining a consistent style and objective tone.</p> <p>When writers narrate, they create a sequence of events to build a strategic plot, to develop a theme and to create engaging characters. Advanced writers will develop more complex conflicts, developments and resolutions. Writers engage the audience with individual style and tone, utilizing techniques such as imagery, authentic dialogue and varied point of view.</p> <p>Writers must be aware of audience and task when organizing compositions, which includes transitions and sequencing that clarifies how the information is connected. An introduction offers a preview and context for the composition; a conclusion creates an effective ending appropriate to the task. As writers prepare for college and careers, in addition to intentionally organizing compositions, they will develop voice and style appropriate to a particular audience (word choice, syntax, vocabulary, tone). When writing for an academic or professional audience, writers incorporate vocabulary specific to their topic and maintain a formal tone and style.</p>

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Writing
Topic	<i>Production and Distribution of Writing</i>
Standards	<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>
<p><u>Previous Grade Band Progression Statement</u> In the previous grade band, students were expected to use technology to produce well-organized writing that has been developed in multiple stages with a clear purpose and audience both independently and collaboratively.</p> <p><u>Content Elaborations</u> Writers produce and distribute compositions created through a multistage, reflective process. This requires planning and revising that may occur collaboratively, individually and/or technologically.</p> <p>Effective writers make independent and/or collaborative decisions about the type of writing produced and how it is distributed (multimodal, media, print publication). Authentic writing opportunities should be provided to simulate real-world applications (email, blog, digital presentations, letters, journals, applications, essays).</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Writing
Topic	<i>Research to Build and Present Knowledge</i>
Standards	<p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth century foundational works of American literature, including how two or more diverse texts from the same period treat similar themes and/or topics”). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
<p><u>Previous Grade Band Progression Statement</u> In the previous grade band, students were expected to investigate and evaluate relevant and credible information from multiple authoritative sources to conduct research projects that can be both short term and long term. Students used a variety of sources to solve a problem or answer a question. Using those sources and prior knowledge, the students built a new understanding of the topic and created a solution that developed the evidence and their own beliefs.</p> <p><u>Content Elaborations</u> Students conduct research to learn, develop, or broaden their knowledge about a topic and not to simply substantiate their existing viewpoints and understanding. Identify a viable research topic appropriate for the task (narrative, informative, argumentative). Determine the extent of research needed for the topic, considering the complexity of topic, student’s prior knowledge and audience’s familiarity with the topic, to create new and additional understandings and knowledge. Identify a self-generated primary question that will be further developed into an essential/focus question. Conduct research using specific search terms within multiple sources. Understand the validity and strength of a source, considering timeliness, bias and credibility.</p> <p>Writers use appropriate style manuals to follow a standard format for citation structure and presentation. Ohio Learning Standards do not choose a citation format; rather, the standards ask that a standard format is followed (MLA, APA, Chicago/Turabian). More important than the exact rules of a particular format would be the rules of what elicits a citation and what does not. Students need to be able to determine IF they need to cite a piece of information they have included in their writing, and then they need to know HOW to find citation style guides when they need guidance.</p> <p>Comprehend and identify main points in literary and informational texts that will be used to support students’ points within their tasks. Students need to be able to paraphrase and/or directly cite source documents, according to its usefulness to the overall task.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Writing
Topic	Research to Build and Present Knowledge
Standard	W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Previous Grade Band Progression Statement

In the previous grade band, students were expected to write routinely over extended time frames (e.g., time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes, and audiences. They learned to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they began to adapt the form and content of their writing to accomplish particular task and purpose.

Content Elaborations

Effective writers build skills by producing a **Range of Writing**. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge of a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing and producing numerous pieces over short and extended time frames throughout the year.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

SPEAKING AND LISTENING STRAND

Strand	Speaking and Listening
Topic	<i>Comprehension and Collaboration</i>
Standards	<p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p><u>Previous Grade Band Progression Statement</u></p> <p>In the previous grade band, students were expected to demonstrate readiness by coherently and academically expressing themselves. Students discussed credible sources and how to identify their validity. Students also evaluated other speakers in order to improve their own speaking and listening abilities.</p> <p><u>Content Elaborations</u></p> <p>Strong listening and speaking skills are critical for learning, communicating and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.</p> <p>Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas. Various digital, audio, and print sources offer opportunities for transmitting and receiving information, allowing for the deciphering of credible sources.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Speaking and Listening
Topic	<i>Presentation of Knowledge and Ideas</i>
Standards	<p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 Adapt a speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>

Previous Grade Band Progression Statement

In the previous grade band, students were expected to use the elements of effective oral, visual, and multimedia presentations. Students discussed how presentations could be used to inform, entertain, or persuade an audience. Additionally, they utilized a multitude of digital media platforms appropriate to purpose, task, and audience.

Content Elaborations

The Presentation of Knowledge and Ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual, and multimedia presentations and their effects increases the potential to inform, entertain, or persuade an audience. Effective presentation considers alternative and opposing perspectives.

It is important to note here that students should be instructed in [digital citizenship](#) and [digital literacy](#) in order to choose and use digital tools appropriately, which includes safety and security measures while online, as well as attention to copyright laws and avoiding [plagiarism](#).

Prior to presenting, students will need to review effective speaking and listening strategies and will also need to review the essentials of citing information within presentation both orally and within the digital media utilized. Students need to be provided with a number of opportunities in which to utilize effective speaking and listening strategies. In doing so, different assessment of presentations should take place, emphasizing mastery of adaptation of presentation to the audience, inclusion of sources and supporting evidence, and overall presentation.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

LANGUAGE STRAND

Strand	Language
Topic	<i>Conventions of Standard English</i>
Standards	<p>L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. <p>L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Observe hyphenation conventions. b. Spell correctly.
<p><u>Previous Grade Band Progression Statement</u></p> <p>In the previous grade band, students were expected to demonstrate a command of the conventions of standard English usage and grammar, capitalization, punctuation (namely semicolon and colon usage), and spelling when speaking and/or writing.</p> <p>Students were expected to demonstrate understanding of the function of rhetoric in speaking and writing.</p> <p><u>Content Elaborations</u></p> <p>Conventions of standard English grammar consist of effective communication according to the purpose of the writer or speaker for an intended audience. Students will be able to utilize and change sentence structure and word choice for purposes of personal expression and be able to confirm or support reasoning for changes to the writing style.</p> <p>There are specific rules and conventions of standard English that discourse must follow. Writers use their understanding of punctuation, spelling, and capitalization to communicate effectively and make purposeful choices for function and rhetorical effect.</p> <p>Students need to understand the distinction between the use of a hyphen and a dash, and may need direct instruction. Hyphens are used at line breaks when a word crosses from one line to the subsequent line, with some words, and with phrasal adjectives for clarity (i.e. high-school students, first-place contestant). Dashes may be used stylistically for a pause, similar to the uses of a colon, parentheses, or semicolons.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	<i>Language</i>
Topic	<i>Knowledge of Language</i>
Standard	<p>L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed. b. Apply an understanding of syntax to the study of complex texts when reading.
<p><u>Previous Grade Band Progression Statement</u></p> <p>In the previous grade band, students were expected to demonstrate a command of standard English usage and grammar, capitalization, punctuation, and spelling when speaking and/or writing. Students were also expected to comprehend nuances in language that allows for informed choices in the context of communication.</p> <p><u>Content Elaborations</u></p> <p>Writers and speakers use their knowledge of language to establish meaning, develop style, and edit for clarity, interest, and precision.</p> <p>Knowledge of language is also used to comprehend the nuances of multiple modes of communication. Experienced writers and speakers use appropriate reference sources to produce effective communication.</p>	
Instructional Supports for the Model Curriculum	
<p><u>Instructional Strategies</u></p> <p><i>This section is under revision.</i></p> <p><u>Instructional Tools/Resources</u></p> <p><i>This section is under revision.</i></p>	

Strand	Language
Topic	<i>Vocabulary Acquisition and Use</i>
Standards	<p>L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). 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, part of speech, etymology, or standard usage. 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). <p>L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>Previous Grade Band Progression Statement</u></p> <p>In the previous grade band, students were expected to apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style and to comprehend more fully when reading or listening.</p> <p>Students were expected to understand the etymology and pronunciation of words and phrases which allow them to apply vocabulary purposefully and precisely.</p> <p><u>Content Elaborations</u></p> <p>Students sometimes encounter words that are unfamiliar in their reading and need strategies and resources to determine the meaning of such words. To do this, students will use context clues, word patterns, reference materials, and inference to determine the meaning of words and phrases. Additionally, students will utilize varied resources including footnote definitions, glossaries, dictionaries, thesauruses, etc.</p> <p>The subtleties of figurative language are fundamentally dependent upon understanding of syntax, textual clues, word relationships, and differences between literal and figurative language. Understanding the nuances of words and phrases allows students to use vocabulary purposely and precisely.</p> <p>Vocabulary can be specific to educational goals and career fields. Lexicons associated with college and career readiness should be targeted toward future interests and aspirations, as students will use strategies to adapt to evolving career terminology.</p>	

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

English Language Arts Model Curriculum Update Writing Team

GRADES 11-12

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