

ADOPTED FEBRUARY 2018



Ohio

Ohio's Model Curriculum
with Instructional Supports

GRADES 9-10

English Language Arts

Ohio | Department
of Education

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English Language Arts Model Curriculum

WITH INSTRUCTIONAL SUPPORTS

Grades 9-10

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 (i.e., 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> <ul style="list-style-type: none"> a. Determine a theme of a story, drama, or poem and respond to challenges or how the speaker in the text reacts to challenges. b. Summarize the text, incorporating a theme d <p>RL.3 Compare and contrast two or more characters, settings, or points of view within and across texts, analyzing how differences or similarities contribute to their respective roles in 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

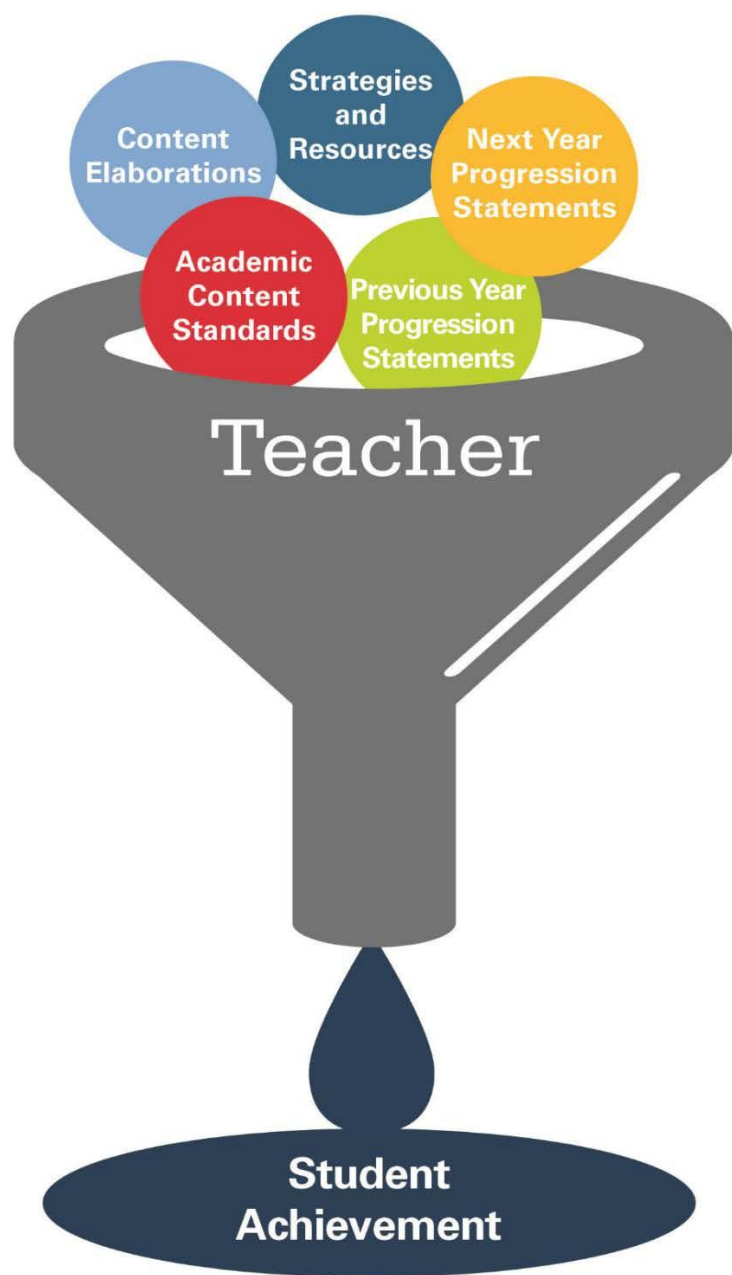
This section contains information and illustrations for the teacher designed to clarify, support, and extend understanding of the learning standards. Content elaborations are specific to grade levels/bands and topics within each strand. This section of the model curriculum gives detailed explanations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

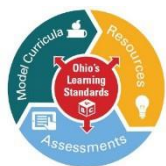
While remaining mindful of the previous grade level expectations that students should carry with them, the teacher can use the ***Content Elaborations***, as well as reviewing the ***Instructional Strategies and Resources***, to gain an in-depth understanding of the knowledge and skills they will help students learn and retain throughout the school year. The Content Elaborations help teachers understand how their grade level instruction promotes students' 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 their grade level to the next. These 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 discern 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 9-10

READING LITERATURE STRAND

Strand	Reading: Literature
Topic	<i>Key Ideas and Details</i>
Standards	<p>RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes theme and relevant story elements. <p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p><u>Previous Grade Band Progression Statement</u> In the previous grade level, students were expected to cite the strongest textual evidence and draw inferences. They analyzed theme and its relationship to character, setting, and plot.</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.</p> <p>In order to cite strong and thorough evidence, students must employ critical reading, which includes understanding the ways authors influence readers with what the text states explicitly and implicitly.</p> <p>Once students understand the evidence presented, they will identify theme through literary analysis. They will examine how the author used explicit and implicit details to develop theme. They are expected to use specific details in an objective summary in order to analyze</p>	

Strand	Reading: Literature
Topic	<i>Key Ideas and Details</i>
	<p>theme. See the Determining a Theme Guidance and the Types of Summaries Standard Guidance documents for more information on these skills.</p> <p>Students must also analyze how authors use the interactions, thoughts, and feelings of characters to explore and develop ideas in the theme. Readers should further examine the purpose of the author's piece and understand the motivations of the characters and how characters also shape plot and, ultimately, theme.</p> <p><u>Next Grade Band Progression Statement</u> In the next grade band, students are expected to continue to cite text and draw inferences, examine multiple themes, and analyze the impact of the author's choice as it relates to plot and character.</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.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).</p> <p>RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>

Previous Grade Band Progression Statement

In the previous grade level, students were expected to examine the connotative and figurative meanings of words, compare and contrast multiple text structures, and analyze point of view.

Content Elaborations

Analyzing the craft and structure of literature requires the reader to examine the author's motivation closely. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, structure, point of view, and perspective. Effective authors make purposeful language choices (emotive, evocative, formal, and impersonal).

Competent readers reflect on the nuanced meanings of words and phrases in texts as a tool by which they understand the meaning, tone, and mood of a text. Students will understand how effective writers use organizational strategies to position readers to portray representations of people, events, ideas, and information in particular ways.

An author's perspective and global cultural experiences impact choices made about the text, such as what to include or not to include as well as considering the point of view and perspective from which the literary work is told. Understanding of text occurs through meaningful and intentional opportunities to read, study, and discuss literature with a focus on the total effect of author's craft.

Next Grade Band Progression Statement

In the next grade band, students are expected to continue to analyze the connotative and figurative meanings of words as they are used in the text, examine how the author's choice shapes the overall structure of the text, and continue to evaluate multiple points of view.

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.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>RL.9-10.8 (Not applicable to literature)</p> <p>RL.9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>
<p><u>Previous Grade Band Progression Statement</u> In the previous grade level, students were expected to compare multiple versions of texts as well as examine various themes, events, and characters in literature.</p> <p><u>Content Elaborations</u> The integration of knowledge and ideas is important when examining key scenes or specific works. Competent readers can synthesize information from a variety of sources including, but not limited to, print, audio, and visual. Comparing and contrasting text in a variety of forms or genres displays a full understanding of the literary work’s theme, ideas, point of view, and perspective.</p> <p>Competent readers should be able to draw a deeper understanding of a literary work based on allusions used within the text or how an author renders a different interpretation of the original text.</p> <p><u>Next Grade Band Progression Statement</u> In the next grade band, students are expected to analyze and evaluate multiple interpretations of a story, drama, or poem, and demonstrate knowledge of the foundational works of American literature and its varying themes.</p>	

Instructional Supports for the Model Curriculum
<div data-bbox="178 241 506 272">Instructional Strategies</div> <div data-bbox="178 276 564 305"><i>This section is under revision.</i></div> <div data-bbox="178 344 598 375"><u>Instructional Tools/Resources</u></div> <div data-bbox="178 376 564 406"><i>This section is under revision.</i></div>

Strand	Reading: Literature
Topic	<i>Range of Reading and Level of Complexity</i>
Standard	<p>RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band independently and proficiently, building background knowledge and activating prior knowledge in order to make personal, historical, and cultural connections that deepen understanding of complex text.</p>

Previous Grade Band Progression Statement

In the previous grade level, students were expected to read and comprehend literature, including stories, dramas, and poems in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Content Elaborations

By the end of grade 9 and grade 10, readers will be able to make text-to-self, text-to-text, and text-to-world connections through the reading of a variety of complex literary works through modeling and support. These connections are a strategy to enforce retention and comprehension that will enable students to become independent readers.

In order to meet the rigorous demands of college or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently. [Appendix A](#) contains a model with three dimensions for measuring text complexity, which are described in the illustration to the right.

Next Grade Band Progression Statement

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.



By the end of grade 11, students are expected to read and comprehend literature, including stories, dramas, and poems in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, students are expected to read and comprehend literature, including stories, dramas, and poems at the high level of the grades 11-12 text complexity band independently and proficiently.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

READING INFORMATIONAL TEXT STRAND

Strand	Reading: Informational
Topic	<i>Key Ideas and Details</i>
Standards	<p>RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2 Analyze informational text development.</p> <ul style="list-style-type: none"> a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. <p>RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>

Previous Grade Band Progression Statement

In the previous grade level, students were expected to cite textual evidence and draw inferences, examine the progression of the central ideas and analyze how individuals, ideas, or events impact the text.

Content Elaborations

When reading informational text, examining Key Ideas and Details is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Strong evidence means to use the best choice in a text to support a claim. Thorough evidence means there may need to be more than one or two pieces of textual evidence to fully support what the text says explicitly as well as inferences drawn from the text.

After identifying the central idea of the text, determining the structure is important before students can write an objective summary to include a condensed version of the text that includes the theme(s), major points and how they are distinct from personal opinion or judgments. The summary will include key connections and specific details from the text. See the [Types of Summaries Standard Guidance](#) for more information on writing summaries.

Authors of informational and argumentative texts present information, advance opinions, justify positions, and make judgements in order to inform and/or persuade readers. Analysis of these texts requires understanding of the central ideas or argument as well as the interactions between and among ideas/arguments.

Next Grade Band Progression Statement

In the next grade band, students are expected to continue to cite text and draw inferences, examine multiple themes and investigate how specific individuals, ideas, or events develop throughout the text.

Instructional Supports for the Model Curriculum**Instructional Strategies**

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Reading: Informational
Topic	<i>Craft and Structure</i>
Standards	<p>RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning, tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>RI.9-10.6 Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose.</p>

Previous Grade Band Progression Statement

In the previous grade level, students were expected to examine connotative, figurative, and technical meanings of words and phrases, analyze text structure, determine an author's point of view or purpose in a text, and analyze how an author responds to conflicting viewpoints.

Content Elaborations

Examining the author's technique is the essential focus when analyzing the **Craft and Structure** of informational text. Effective authors select specific language (emotive, evocative, formal, impersonal) and use specific organizational strategies (chronological, compare/contrast, inverted paragraph, spatial, etc.) and rhetorical content (ethos/ethical appeal, pathos/emotional appeal, logos/logical appeal) to convey meaning. Understanding the meanings (denotative as well as connotative) of words and phrases found within the text is a tool by which readers can discover the meaning, tone, mood, and purpose of a text.

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view, and structure.

Next Grade Band Progression Statement

In the next grade band, students are expected to continue to examine the various meanings of words and how an author refines their use within the text, evaluate the effectiveness of text structure in an argument, and analyze how style and content shapes the author's purpose.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Reading: Informational
Topic	<i>Integration of Knowledge and Ideas</i>
Standards	<p>RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's <i>Four Freedoms</i> speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>

Previous Grade Band Progression Statement

In the previous grade level, students were expected to assess the advantages and disadvantages of using different mediums to present a topic, trace and assess the relevance of arguments while noting unrelated evidence, and analyze conflicting information in similar texts and identify whether the texts disagree in fact or opinion.

Content Elaborations

Integrating Knowledge and Ideas from informational text requires analysis and evaluation of significant and transformative themes and concepts from varying perspectives. It involves using comprehension strategies including compare and contrast, inference, and summary. Key to this comprehension is recognizing arguments and supporting evidence. Evaluating whether evidence is ample and reasonable while identifying and eliminating false or illogical evidence is also essential. 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.

Next Grade Band Progression Statement

In the next grade band, students are expected to integrate and evaluate multiple versions of a text, examine the reasoning in seminal U.S. text, and analyze the themes, purposes and rhetorical significance of 17th-, 18th- and 19th-century foundational U.S. documents.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Reading: Informational
Topic	<i>Range of Reading and Level of Complexity</i>
Standards	<p>RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p>

Previous Grade Band Progression Statement

By the end of the year, students were expected to read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

Content Elaborations

Ohio's Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a “general, steady decline - over time, across grades, and substantiated by several sources - in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade-appropriate texts to their students, the [Appendix A](#) 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.

The three-part model is explained in detail in [Appendix A](#) of the *Ohio's Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in [Appendix B](#).

Ohio recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge.”

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.



This trend can be “turned around” when teachers march students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable, and critical readers. Though extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as becoming familiar with various text structures and elements.

Next Grade Band Progression Statement

By the end of grade 11, students are expected to read and comprehend literary nonfiction in the grades 11-12 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, students are expected to read and comprehend literary nonfiction at the high end of the grades 11-12 text complexity band independently and proficiently.

Instructional Supports for the Model Curriculum**Instructional Strategies**

This section is under revision.

Instructional Tools/Resources

This section is under revision.

WRITING STRAND

Strand	Writing
Topic	<i>Texts and Purposes</i>
Standards	<p>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> a. Establish a clear and thorough thesis to present an argument. b. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s). c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 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.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> a. Establish a clear and thorough thesis to present information. b. Introduce a topic; organize complex ideas, concepts, and information to make important connection and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid comprehension, if needed. c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts. e. Use precise language and domain-specific vocabulary 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	<i>Texts and Purposes</i>
	<p>W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 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. 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.

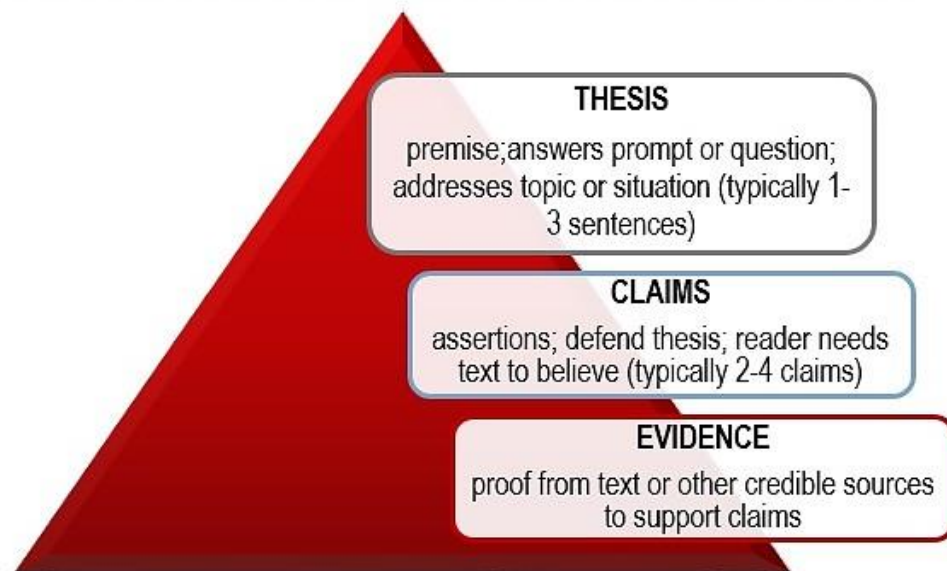
Previous Grade Level Progression Statement

In the previous grade level, students were expected to produce argumentative, expository, and narrative writing that was organized, presented clear ideas, utilized precise language, and established a formal style.

Content Elaboration

Understanding Text Types and Purposes is essential for writing. Writers share information, opinions, and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.

Effective and coherent text creation requires conscious choices about purpose for argumentative composition, which stems from an established, clear thesis. For informational argumentative writing, students establish a thesis that reflects an opinion that they will support with relevant claims and evidence that is appropriate for the audience. Students will also discuss and dispute counterclaims in order to prove



the validity of the thesis. There must also be an understanding of the targeted audience in order for students to choose the appropriate style, voice, and word choice to create an appropriate style and tone for the piece while the concluding statement should effectively prove the thesis.

For literary argumentative writing, students establish a thesis interpreting and/or evaluating a text according to a literary theory and/or devices. Such theories could include various lenses such as psychological, cultural, feminist, etc. Literary devices may include symbolism, point of view, irony, characterization, etc. In this grade level, students must not only use claims but also create and develop them independently. Opposition of claims is not a requirement but can be used when merited. There must also be an understanding of the targeted audience in order for students to choose the appropriate style, voice, and word choice to create an appropriate style and tone for the piece. Much like the functioning in the informative argumentative writing, the concluding statement should effectively prove the thesis.

Informational and explanatory writing (e.g., 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.

Students will also compose narratives, either real or imagined, that insightfully address all aspects of the prompt, while creatively engaging the reader by producing a well-developed setting, conflict, situation, or observation. The narrative will establish one or more multiple points of view and introduce either a narrator or other complex characters while skillfully using narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences and events of the characters. The narrative will skillfully use precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters while skillfully providing a conclusion to the narrative. In addition, the narrative will create a smooth progression of experiences or events by using a variety of techniques to sequence events that build on one another to create a coherent whole (e.g., a sense of mystery, suspense, growth, or resolution).

Next Grade Level Progression Statement

In the next grade band, students are expected to produce argumentative, expository, and narrative writing that is organized, presents clear ideas, utilizes precise language, and establishes a formal style.

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>Development, Revision, Production</i>
Standards	<p>W. 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W. 9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to use technology to produce and publish clear and coherent writing that was organized and developed in multiple stages while receiving guidance and support through peer and adult collaboration.</p> <p><u>Content Elaboration</u> Standards in this topic highlight the development of writing and the creation of ideas that are organized with a style that is appropriate for the task, purpose, and audience. Effective writing at this level requires students to apply a multi-stage, reflective process that insists on planning and revising to evoke change or clarify ideas. The stages in this process should consist of revision and refinement of text that clarifies the intended meaning and enhances word choice as well as unity and coherence of thoughts, ideas, and details. The stages of these processes are enhanced with collaboration and technology.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to continue to use technology to produce, publish, and update clear and coherent writing that is organized and developed in multiple stages with an additional focus on addressing a specific purpose and audience. Students will receive continuous feedback over publications.</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. 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W. 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W. 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply grades 9-10 Reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). b. Apply grades 9-10 Reading standards to literary non-fiction (e.g., “Delineate and evaluate the argument and specific claims in a text assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Previous Grade Level Progression Statement

In the previous grade band, students were expected to conduct short research projects that utilize multiple sources, gather relevant information from print and digital sources, summarize or paraphrase information and provide a list of sources, and draw evidence from texts to support analysis, reflection, and research.

Content Elaboration

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential. When using research to build and present knowledge, students will explore topics from current events or teacher recommendation and develop and evaluate questions or problems. They may draw on multiple sources to narrow or broaden the inquiry based on the length and depth of the assignment, which can be extended. Students will use a variety of sources to solve the problem or answer their question. Using these sources and prior knowledge, the students will build a new understanding of the topic and create a solution that supports the evidence and their own beliefs.

Students will be exposed to a variety of resources, both online and print. They will assess the information for accuracy, validity, and purpose and then apply that information based on topic, purpose, and task. Students will employ searches on various platforms (databases, search engines, library catalogs) that produce effective and manageable resources (articles, books, journals, etc.). Using

Strand	Writing
Topic	<i>Research to Build and Present Knowledge</i>
	<p>these resources, students will determine the usefulness of the information presented and integrate the ideas, facts, or evidence by paraphrasing, summarizing, or quoting direct text, while maintaining correct citations in their writing.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to draw evidence from literary or informational text to support analysis, reflection, and research. In addition, they will continue to conduct research and evaluate resources for strengths when applying the task, purpose, and audience.</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	Writing
Topic	<i>Range of Writing</i>
Standard	W. 9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Next Grade Level Progression Statement

In the previous grade level, students were expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Content Elaboration

To build a foundation for college and career readiness, students must use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. Effective writers build their skills by practicing a range of writing. One essential purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and then begin to adapt the form and content of writing to accomplish a particular task and purpose. Students must 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, they must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Next Grade Level Progression Statement

In the next grade band, students are expected to continue to 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.

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 & Listening
Topic	<i>Comprehension and Collaboration</i>
Standards	<p>SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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 set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. <p>SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.9-10.3 Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to engage effectively in a range of collaborative discussions, analyze the purpose of information presented in diverse media, and delineate and evaluate a speaker's argument.</p> <p><u>Content Elaborations</u> The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of better examining issues, evaluating opinions, arguing points, making judgments, building understandings, and persuading others by evidence and reasoning.</p> <p>While the focus on these standards is oral discourse, students are still required to complete individual preparation, including outlining and research, in order to coherently and academically express themselves. These standards also allow for the discussion about what</p>	

Strand	Speaking & Listening
Topic	<i>Comprehension and Collaboration</i>
	<p>constitutes credible sources and how to identify the validity of them. Students will also have the opportunity to evaluate and think critically about other speakers in order to improve their own speaking and listening abilities.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to initiate and participate effectively in a range of collaborative discussions, integrate multiple sources of information presented in diverse media, and evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.</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	Speaking and Listening
Topic	<i>Presentation of Knowledge and Ideas</i>
Standards	<p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>SL.9-10.5 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.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p><u>Previous Grade Level Progression Statement</u> In the previous grade level, students were expected to present relevant and valid claims and findings, integrate multimedia and visual displays into presentations, and adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p><u>Content Elaborations</u> 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. In order to enhance their presentations students will utilize a multitude of digital media elements appropriate to purpose, task, and audience.</p> <p>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.</p> <p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to present information, findings and supporting evidence that conveys a clear and distinct perspective, make strategic use of digital media in presentations, and adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	

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.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use parallel structure. * b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. <p>L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to demonstrate a command of the conventions of standard English usage and grammar with a focus on verb forms and functions, capitalization, punctuation, and spelling when speaking and/or writing.

Content Elaborations

There are specific rules and **Conventions of Standard English** that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively, and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking, and listening. Learning to create more complex sentences is a key part of advanced writing and speaking. Communicating ideas that are more in-depth and specific requires use of phrases and clauses. Constructing writing with the same word forms, sentences, clauses, or paragraphs creates continuity and develops meaning that is clear. A command of conventions with a focus on semicolon and colon also aides a clear message from the writer, helping him/her convey similar ideas or ideas that are important. Correct spelling is essential for understanding.

Next Grade Level Progression Statement

In the next grade band, students are expected to continue to demonstrate and understand a command of the conventions of standard English usage and grammar, capitalization, punctuation, and spelling when speaking and/or writing. Building on their previous punctuation knowledge, students will expand their focus to include hyphenation conventions.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Language
Topic	<i>Knowledge of Language</i>
Standard	<p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's <i>Manual for Writers</i>) appropriate for the discipline and writing type. b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Previous Grade Level Progression Statement

In the previous grade level, students were expected to use knowledge of language and its conventions when writing, speaking, reading, or listening. A special emphasis is placed on the use of active versus passive verbs and verbs in the conditional or subjunctive mood.

Content Elaborations

Knowledge of Language allows for informed choices in the context of communication. Writers and speakers use of their knowledge of language to make meaning develop style and appropriately edit for clarity, interest, and precision. Knowledge of language also is used to comprehend the nuances of communication. Experienced writers and speakers use appropriate, purposeful references and guidelines to assist them in producing effective communication. Editing of writing is necessary to ensure these guidelines are implemented correctly.

Next Grade Level Progression Statement

In the next grade band, students are 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.

Instructional Supports for the Model Curriculum

Instructional Strategies

This section is under revision.

Instructional Tools/Resources

This section is under revision.

Strand	Language
Topic	Vocabulary Acquisition and Use
Standards	<p>L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</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., analyze, analysis, analytical; advocate, advocacy). 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, or etymology. 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.9-10.5 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., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations <p>L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
<p><u>Previous Grade Level Progression Statement</u></p> <p>In the previous grade band, students were expected to determine or clarify the meaning of unknown and multiple-meaning words or phrases by identifying and understanding Greek and Latin affixes and roots, demonstrate understanding of figurative language such as figures of speech, understand word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.</p> <p><u>Content Elaborations</u></p> <p>Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary and Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships, and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the etymology and pronunciation of words and phrases allows students to apply vocabulary purposefully and precisely.</p>	

Strand	Language
Topic	Vocabulary Acquisition and Use
<p><u>Next Grade Level Progression Statement</u> In the next grade band, students are expected to continue to autonomously determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grades 11-12 reading and content, demonstrate understanding of figurative language, word relationships and nuances in word meanings, and acquire and accurately use grade-appropriate words or phrases.</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>	

English Language Arts Model Curriculum Update Writing Team

GRADES 9-10

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