Spelling Classroom

Sentence Completion
Summary: Match words with their appropriate contextual sentence.

Arkansas Curriculum Frameworks

Language Arts

Grade **1** - Adopted: **2016**

STRAND / TOPIC	AR.L.1.	Grade 1 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 1 reading and content, choosing flexibly from an array of strategies.
BENCHMARK / PROFICIENCY	L.1.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / TOPIC	AR.L.1.	Grade 1 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.5.	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK / PROFICIENCY	L.1.5.C.	Identify real-life connections between words and their use (e.g., note places at home that are cozy).
STRAND / TOPIC	AR.L.1.	Grade 1 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.1.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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Language Arts

Grade **2** - Adopted: **2016**

STRAND / TOPIC	AR.RI.2.	Grade 2 Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RI.2.4.	Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.
STRAND / TOPIC	AR.RF.2.	Grade 2 Reading Standards for Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE EXPECTATION	RF.2.4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
BENCHMARK / PROFICIENCY	RF.2.4.C.	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC	AR.L.2.	Grade 2 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.
BENCHMARK / PROFICIENCY	L.2.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / TOPIC	AR.L.2.	Grade 2 Language Standards

CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.2.5.	Demonstrate understanding of word relationships and nuances in word meanings.
BENCHMARK / PROFICIENCY	L.2.5.C.	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
STRAND / TOPIC	AR.L.2.	Grade 2 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy.).

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Grade **3** - Adopted: **2016**

STRAND / TOPIC	AR.RF.3.	Grade 3 Reading Standards for Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE EXPECTATION	RF.3.4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
BENCHMARK / PROFICIENCY	RF.3.4.C.	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC	AR.L.3.	Grade 3 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of effective strategies.
BENCHMARK / PROFICIENCY	L.3.4.A.	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / TOPIC	AR.L.3.	Grade 3 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.3.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings, as appropriate for the grade level.
BENCHMARK / PROFICIENCY	L.3.5.A.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
BENCHMARK / PROFICIENCY	L.3.5.B.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / TOPIC	AR.L.3.	Grade 3 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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Language Arts

Grade **4** - Adopted: **2016**

STRAND / TOPIC	AR.RL.4.	Grade 4 Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RL.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language.
STRAND / TOPIC	AR.RF.4.	Grade 4 Reading Standards for Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE EXPECTATION	RF.4.4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
BENCHMARK /	RF.4.4.C.	Use context in grade-level text to confirm or self-correct word recognition and

PROFICIENCY		understanding, rereading as necessary.
STRAND / TOPIC	AR.L.4.	Grade 4 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of effective strategies.
BENCHMARK / PROFICIENCY	L.4.4.A.	Use context (e.g., definitions, examples, restatements in text) as clues to the meaning of a word or phrase.
BENCHMARK / PROFICIENCY	L.4.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC	AR.L.4.	Grade 4 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, endangered).

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Grade **5** - Adopted: **2016**

STRAND / TOPIC	AR.RF.5.	Grade 5 Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE EXPECTATION	RF.5.4.	Read grade-level text with sufficient accuracy and fluency to support comprehension.
BENCHMARK / PROFICIENCY	RF.5.4.C.	Use context in grade-level text to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / TOPIC	AR.L.5.	Grade 5 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of effective strategies.
BENCHMARK / PROFICIENCY	L.5.4.A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / TOPIC	AR.L.5.	Grade 5 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including transition words that signal contrast, addition, and other logical relationships.

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Grade **6** - Adopted: **2016**

STRAND / TOPIC	AR.L.6.	Grade 6 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies.
BENCHMARK / PROFICIENCY	L.6.4.A.	Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK / PROFICIENCY	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC	AR.L.6.	Grade 6 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase

		important to comprehension or expression.

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Grade **7** - Adopted: **2016**

STRAND / TOPIC	AR.L.7.	Grade 7 Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE EXPECTATION	L.7.3.	Use knowledge of language and its conventions for Grade 7 when writing, speaking, reading, or listening.
BENCHMARK / PROFICIENCY	L.7.3.A.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STRAND / TOPIC	AR.L.7.	Grade 7 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of effective strategies.
BENCHMARK / PROFICIENCY	L.7.4.A.	Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK / PROFICIENCY	L.7.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC	AR.L.7.	Grade 7 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **8** - Adopted: **2016**

STRAND / TOPIC	AR.RL.8.	Grade 8 Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE EXPECTATION	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and/or tone, including analogies or allusions to other texts when applicable.
STRAND / TOPIC	AR.L.8.	Grade 8 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of effective strategies.
BENCHMARK / PROFICIENCY	L.8.4.A.	Use context (e.g., the overall meaning of a sentence or paragraph, a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK / PROFICIENCY	L.8.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC	AR.L.8.	Grade 8 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Grade **9** - Adopted: **2016**

STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards

CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
BENCHMARK / PROFICIENCY	L.9-10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK / PROFICIENCY	L.9-10.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC	AR.L.9-10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC	AR.CRI.	Critical Reading I
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI.	Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI.1.	Infer the meaning of a word through context clues
BENCHMARK / PROFICIENCY	VD.4.CRI.7.	Develop word consciousness to gain a deep appreciation of words and value them
STRAND / TOPIC	AR.CRII.	Critical Reading II
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRII	Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRII.1.	Infer the meaning of a word through contextual evidence
BENCHMARK / PROFICIENCY	VD.4.CRII.7.	Develop word consciousness to gain an awareness of words and the significance they have in both text and real world application
STRAND / TOPIC	AR.DI.	Debate I
CONTENT STANDARD	R.	Refutation
PERFORMANCE EXPECTATION	R.8.DI.	Students will analyze and rebut opposing arguments.
BENCHMARK / PROFICIENCY	R.8.DI.2.	Apply critical thinking skills when researching, preparing, and presenting arguments:
DESCRIPTOR	R.8.DI.2.1.	false assumptions
DESCRIPTOR	R.8.DI.2.2.	loaded terms
DESCRIPTOR	R.8.DI.2.3.	logical fallacies
STRAND / TOPIC	AR.DIII.	Debate III
CONTENT STANDARD	ADV.	Advocacy
PERFORMANCE EXPECTATION	ADV.12.DIII.	Students will synthesize socioeconomic, ethical, and/or philosophical reasoning that influences current issues.
BENCHMARK / PROFICIENCY	ADV.12.DIII.3.	Challenge ideological motivations within the status quo
DESCRIPTOR	ADV.12.DIII.3.2.	value criterion (e.g., logic, ethics, morality, justice, life)
STRAND / TOPIC	AR.FI.	Forensics I
CONTENT STANDARD	P.	Presentation
PERFORMANCE EXPECTATION	P.3.FI.	Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences
BENCHMARK /	P.3.FI.15.	Conduct peer reviews:

PROFICIENCY		
DESCRIPTOR	P.3.FI.15. 3.	faulty reasoning and logical fallacies (e.g., ad hominem, ad populum, post hoc ergo propter hoc, appeal to authority, appeal to tradition, band wagon, begging the question, fallacy of unimpeachable source, mistaken cause, name calling, red herring, straw man)
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.2 .	Define and explain specialized vocabulary:
DESCRIPTOR	PS.3.FII.2 .5.	non sequitur
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.1 2.	Defend selected methods of reasoning
BENCHMARK / PROFICIENCY	PS.3.FII.2 2.	Discuss how to detect fallacies in value arguments
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.3 4.	Contrast the types of reasoning:
DESCRIPTOR	PS.3.FII.3 4.3.	deductive
DESCRIPTOR	PS.3.FII.3 4.4.	inductive
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIII.	Students will synthesize information to create a variety of speaking genres
BENCHMARK / PROFICIENCY	PS.3.FIII. 10.	Defend selected methods of reasoning
STRAND / TOPIC	AR.FIII.	Forensics III
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIII.	Students will synthesize information to create a variety of speaking genres
BENCHMARK / PROFICIENCY	PS.3.FIII. 26.	Contrast the types of reasoning to create an effective presentation:
DESCRIPTOR	PS.3.FIII. 26.3.	deductive
DESCRIPTOR	PS.3.FIII. 26.4.	inductive
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIV.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FIV. 10.	Defend selected methods of reasoning
STRAND / TOPIC	AR.FIV.	Forensics IV
CONTENT STANDARD	PS.	Public Speaking

PERFORMANCE EXPECTATION	PS.3.FIV.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FIV. 26.	Contrast the types of reasoning to create an effective presentation at a mastery level:
DESCRIPTOR	PS.3.FIV. 26.3.	deductive
DESCRIPTOR	PS.3.FIV. 26.4.	inductive
STRAND / TOPIC	AR.OC1.	Oral Communication
CONTENT STANDARD	CC.	Communication Competencies
PERFORMANCE EXPECTATION	CC.2.OC 1S.	Students will practice communication competencies.
BENCHMARK / PROFICIENCY	CC.2.OC 1S.4.	Define logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)
STRAND / TOPIC	AR.OC2.	Oral Communication
CONTENT STANDARD	CC.	Communication Competencies
PERFORMANCE EXPECTATION	CC.2.OC 2S.	Students will practice communication competencies.
BENCHMARK / PROFICIENCY	CC.2.OC 2S.5.	Recognize logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)

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Grade **10** - Adopted: **2016**

STRAND / TOPIC	AR.L.9- 10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	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.
BENCHMARK / PROFICIENCY	L.9-10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
BENCHMARK / PROFICIENCY	L.9-10.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC	AR.L.9- 10.	Grades 9-10 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STRAND / TOPIC	AR.CRI.	Critical Reading I
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI .	Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI .1.	Infer the meaning of a word through context clues
BENCHMARK / PROFICIENCY	VD.4.CRI .7.	Develop word consciousness to gain a deep appreciation of words and value them
STRAND / TOPIC	AR.CRII.	Critical Reading II
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI I	Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI I.1.	Infer the meaning of a word through contextual evidence
BENCHMARK /	VD.4.CRI	Develop word consciousness to gain an awareness of words and the significance

PROFICIENCY	I.7.	they have in both text and real world application
STRAND / TOPIC	AR.DI.	Debate I
CONTENT STANDARD	R.	Refutation
PERFORMANCE EXPECTATION	R.8.DI.	Students will analyze and rebut opposing arguments.
BENCHMARK / PROFICIENCY	R.8.DI.2.	Apply critical thinking skills when researching, preparing, and presenting arguments:
DESCRIPTOR	R.8.DI.2.1.	false assumptions
DESCRIPTOR	R.8.DI.2.2.	loaded terms
DESCRIPTOR	R.8.DI.2.3.	logical fallacies
STRAND / TOPIC	AR.DIII.	Debate III
CONTENT STANDARD	ADV.	Advocacy
PERFORMANCE EXPECTATION	ADV.12.DIII.	Students will synthesize socioeconomic, ethical, and/or philosophical reasoning that influences current issues.
BENCHMARK / PROFICIENCY	ADV.12.DIII.3.	Challenge ideological motivations within the status quo
DESCRIPTOR	ADV.12.DIII.3.2.	value criterion (e.g., logic, ethics, morality, justice, life)
STRAND / TOPIC	AR.FI.	Forensics I
CONTENT STANDARD	P.	Presentation
PERFORMANCE EXPECTATION	P.3.FI.	Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences
BENCHMARK / PROFICIENCY	P.3.FI.15.	Conduct peer reviews:
DESCRIPTOR	P.3.FI.15.3.	faulty reasoning and logical fallacies (e.g., ad hominem, ad populum, post hoc ergo propter hoc, appeal to authority, appeal to tradition, band wagon, begging the question, fallacy of unimpeachable source, mistaken cause, name calling, red herring, straw man)
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.2.	Define and explain specialized vocabulary:
DESCRIPTOR	PS.3.FII.2.5.	non sequitur
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.12.	Defend selected methods of reasoning
BENCHMARK / PROFICIENCY	PS.3.FII.22.	Discuss how to detect fallacies in value arguments
STRAND / TOPIC	AR.FII.	Forensics II
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.34.	Contrast the types of reasoning:
DESCRIPTOR	PS.3.FII.34.3.	deductive
DESCRIPTOR	PS.3.FII.3	inductive

STRAND / TOPIC		4.4.	
STRAND / TOPIC	**AR.FIII.**	**Forensics III**	
CONTENT STANDARD	**PS.**	**Public Speaking**	
PERFORMANCE EXPECTATION	**PS.3.FIII.**	**Students will synthesize information to create a variety of speaking genres**	
BENCHMARK / PROFICIENCY	**PS.3.FIII. 10.**	**Defend selected methods of reasoning**	
STRAND / TOPIC	**AR.FIII.**	**Forensics III**	
CONTENT STANDARD	**PS.**	**Public Speaking**	
PERFORMANCE EXPECTATION	**PS.3.FIII.**	**Students will synthesize information to create a variety of speaking genres**	
BENCHMARK / PROFICIENCY	**PS.3.FIII. 26.**	**Contrast the types of reasoning to create an effective presentation:**	
DESCRIPTOR	**PS.3.FIII. 26.3.**	deductive	
DESCRIPTOR	**PS.3.FIII. 26.4.**	inductive	
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**	
CONTENT STANDARD	**PS.**	**Public Speaking**	
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**	
BENCHMARK / PROFICIENCY	**PS.3.FIV. 10.**	**Defend selected methods of reasoning**	
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**	
CONTENT STANDARD	**PS.**	**Public Speaking**	
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**	
BENCHMARK / PROFICIENCY	**PS.3.FIV. 26.**	**Contrast the types of reasoning to create an effective presentation at a mastery level:**	
DESCRIPTOR	**PS.3.FIV. 26.3.**	deductive	
DESCRIPTOR	**PS.3.FIV. 26.4.**	inductive	
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**	
CONTENT STANDARD	**CC.**	**Communication Competencies**	
PERFORMANCE EXPECTATION	**CC.2.OC 1S.**	**Students will practice communication competencies.**	
BENCHMARK / PROFICIENCY	**CC.2.OC 1S.4.**	**Define logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)**	
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**	
CONTENT STANDARD	**CC.**	**Communication Competencies**	
PERFORMANCE EXPECTATION	**CC.2.OC 2S.**	**Students will practice communication competencies.**	
BENCHMARK / PROFICIENCY	**CC.2.OC 2S.5.**	**Recognize logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)**	

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Grade **11** - Adopted: **2016**

STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards	
CONTENT STANDARD		**Vocabulary Acquisition and Use**	
PERFORMANCE EXPECTATION	**L.11-12.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range**	

		of strategies.
BENCHMARK / PROFICIENCY	L.11-12.4.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.
BENCHMARK / PROFICIENCY	L.11-12.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.11-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC	AR.CRI.	Critical Reading I
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI.	Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI.1.	Infer the meaning of a word through context clues
BENCHMARK / PROFICIENCY	VD.4.CRI.7.	Develop word consciousness to gain a deep appreciation of words and value them
STRAND / TOPIC	AR.CRII.	Critical Reading II
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRII	Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRII.1.	Infer the meaning of a word through contextual evidence
BENCHMARK / PROFICIENCY	VD.4.CRII.7.	Develop word consciousness to gain an awareness of words and the significance they have in both text and real world application
STRAND / TOPIC	AR.DI.	Debate I
CONTENT STANDARD	R.	Refutation
PERFORMANCE EXPECTATION	R.8.DI.	Students will analyze and rebut opposing arguments.
BENCHMARK / PROFICIENCY	R.8.DI.2.	Apply critical thinking skills when researching, preparing, and presenting arguments:
DESCRIPTOR	R.8.DI.2.1.	false assumptions
DESCRIPTOR	R.8.DI.2.2.	loaded terms
DESCRIPTOR	R.8.DI.2.3.	logical fallacies
STRAND / TOPIC	AR.DIII.	Debate III
CONTENT STANDARD	ADV.	Advocacy
PERFORMANCE EXPECTATION	ADV.12.DIII.	Students will synthesize socioeconomic, ethical, and/or philosophical reasoning that influences current issues.
BENCHMARK / PROFICIENCY	ADV.12.DIII.3.	Challenge ideological motivations within the status quo
DESCRIPTOR	ADV.12.DIII.3.2.	value criterion (e.g., logic, ethics, morality, justice, life)
STRAND / TOPIC	AR.FI.	Forensics I
CONTENT STANDARD	P.	Presentation
PERFORMANCE EXPECTATION	P.3.FI.	Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences
BENCHMARK / PROFICIENCY	P.3.FI.15.	Conduct peer reviews:
DESCRIPTOR	P.3.FI.15.3.	faulty reasoning and logical fallacies (e.g., ad hominem, ad populum, post hoc ergo propter hoc, appeal to authority, appeal to tradition, band wagon, begging the question, fallacy of unimpeachable source, mistaken cause, name calling, red

		herring, straw man)
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FII.2 .**	Define and explain specialized vocabulary:
DESCRIPTOR	**PS.3.FII.2 .5.**	non sequitur
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FII.1 2.**	Defend selected methods of reasoning
BENCHMARK / PROFICIENCY	**PS.3.FII.2 2.**	Discuss how to detect fallacies in value arguments
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FII.3 4.**	Contrast the types of reasoning:
DESCRIPTOR	**PS.3.FII.3 4.3.**	deductive
DESCRIPTOR	**PS.3.FII.3 4.4.**	inductive
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIII.**	**Students will synthesize information to create a variety of speaking genres**
BENCHMARK / PROFICIENCY	**PS.3.FIII. 10.**	Defend selected methods of reasoning
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIII.**	**Students will synthesize information to create a variety of speaking genres**
BENCHMARK / PROFICIENCY	**PS.3.FIII. 26.**	Contrast the types of reasoning to create an effective presentation:
DESCRIPTOR	**PS.3.FIII. 26.3.**	deductive
DESCRIPTOR	**PS.3.FIII. 26.4.**	inductive
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK / PROFICIENCY	**PS.3.FIV. 10.**	Defend selected methods of reasoning
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FIV.**	**Students will synthesize information to create a variety of speaking genres.**
BENCHMARK /	**PS.3.FIV.**	Contrast the types of reasoning to create an effective presentation at a mastery level:

PROFICIENCY	26.	
DESCRIPTOR	PS.3.FIV.26.3.	deductive
DESCRIPTOR	PS.3.FIV.26.4.	inductive
STRAND / TOPIC	AR.OC1.	Oral Communication
CONTENT STANDARD	CC.	Communication Competencies
PERFORMANCE EXPECTATION	CC.2.OC1S.	Students will practice communication competencies.
BENCHMARK / PROFICIENCY	CC.2.OC1S.4.	Define logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)
STRAND / TOPIC	AR.OC2.	Oral Communication
CONTENT STANDARD	CC.	Communication Competencies
PERFORMANCE EXPECTATION	CC.2.OC2S.	Students will practice communication competencies.
BENCHMARK / PROFICIENCY	CC.2.OC2S.5.	Recognize logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)
STRAND / TOPIC	AR.TL.	Transitional Literacy
CONTENT STANDARD	L.	Language
PERFORMANCE EXPECTATION	L.5.TL.	Students will increase knowledge and application of vocabulary and language structures used in English language arts, history/social studies, science, and technical subjects.
BENCHMARK / PROFICIENCY	L.5.TL.1.	Use a variety of strategies and resources (e.g., contextual analysis, etymology, function, inflected forms, morphology, semantics, dictionaries, vocabulary notebooks) independently to examine various aspects of unfamiliar words to aid comprehension and acquisition of new vocabulary in context

Arkansas Curriculum Frameworks

Language Arts

Grade **12** - Adopted: **2016**

STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11-12 reading and content, choosing flexibly from a range of strategies.
BENCHMARK / PROFICIENCY	L.11-12.4.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.
BENCHMARK / PROFICIENCY	L.11-12.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
STRAND / TOPIC	AR.L.11-12.	Grades 11-12 Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE EXPECTATION	L.11-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STRAND / TOPIC	AR.CRI.	Critical Reading I
CONTENT STANDARD	VD.	Vocabulary Development
PERFORMANCE EXPECTATION	VD.4.CRI.	Students will increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	VD.4.CRI.1.	Infer the meaning of a word through context clues
BENCHMARK / PROFICIENCY	VD.4.CRI.7.	Develop word consciousness to gain a deep appreciation of words and value them
STRAND / TOPIC	AR.CRII.	Critical Reading II

CONTENT STANDARD	**VD.**	**Vocabulary Development**
PERFORMANCE EXPECTATION	**VD.4.CRII**	Students shall increase vocabulary knowledge through multiple word study strategies to gain meaning of new words in a variety of contexts.
BENCHMARK / PROFICIENCY	**VD.4.CRII.1.**	Infer the meaning of a word through contextual evidence
BENCHMARK / PROFICIENCY	**VD.4.CRII.7.**	Develop word consciousness to gain an awareness of words and the significance they have in both text and real world application
STRAND / TOPIC	**AR.DI.**	**Debate I**
CONTENT STANDARD	**R.**	**Refutation**
PERFORMANCE EXPECTATION	**R.8.DI.**	Students will analyze and rebut opposing arguments.
BENCHMARK / PROFICIENCY	**R.8.DI.2.**	Apply critical thinking skills when researching, preparing, and presenting arguments:
DESCRIPTOR	**R.8.DI.2.1.**	false assumptions
DESCRIPTOR	**R.8.DI.2.2.**	loaded terms
DESCRIPTOR	**R.8.DI.2.3.**	logical fallacies
STRAND / TOPIC	**AR.DIII.**	**Debate III**
CONTENT STANDARD	**ADV.**	**Advocacy**
PERFORMANCE EXPECTATION	**ADV.12.DIII.**	Students will synthesize socioeconomic, ethical, and/or philosophical reasoning that influences current issues.
BENCHMARK / PROFICIENCY	**ADV.12.DIII.3.**	Challenge ideological motivations within the status quo
DESCRIPTOR	**ADV.12.DIII.3.2.**	value criterion (e.g., logic, ethics, morality, justice, life)
STRAND / TOPIC	**AR.FI.**	**Forensics I**
CONTENT STANDARD	**P.**	**Presentation**
PERFORMANCE EXPECTATION	**P.3.FI.**	Students will perform interpretations of literature and deliver presentations and performances conveying concepts and ideas to a variety of audiences
BENCHMARK / PROFICIENCY	**P.3.FI.15.**	Conduct peer reviews:
DESCRIPTOR	**P.3.FI.15.3.**	faulty reasoning and logical fallacies (e.g., ad hominem, ad populum, post hoc ergo propter hoc, appeal to authority, appeal to tradition, band wagon, begging the question, fallacy of unimpeachable source, mistaken cause, name calling, red herring, straw man)
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	**PS.3.FII.2.**	Define and explain specialized vocabulary:
DESCRIPTOR	**PS.3.FII.2.5.**	non sequitur
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**
PERFORMANCE EXPECTATION	**PS.3.FII.**	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	**PS.3.FII.12.**	Defend selected methods of reasoning
BENCHMARK / PROFICIENCY	**PS.3.FII.22.**	Discuss how to detect fallacies in value arguments
STRAND / TOPIC	**AR.FII.**	**Forensics II**
CONTENT STANDARD	**PS.**	**Public Speaking**

PERFORMANCE EXPECTATION	PS.3.FII.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FII.34.	Contrast the types of reasoning:
DESCRIPTOR	PS.3.FII.34.3.	deductive
DESCRIPTOR	PS.3.FII.34.4.	inductive
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIII.	Students will synthesize information to create a variety of speaking genres
BENCHMARK / PROFICIENCY	PS.3.FIII.10.	Defend selected methods of reasoning
STRAND / TOPIC	**AR.FIII.**	**Forensics III**
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIII.	Students will synthesize information to create a variety of speaking genres
BENCHMARK / PROFICIENCY	PS.3.FIII.26.	Contrast the types of reasoning to create an effective presentation:
DESCRIPTOR	PS.3.FIII.26.3.	deductive
DESCRIPTOR	PS.3.FIII.26.4.	inductive
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIV.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FIV.10.	Defend selected methods of reasoning
STRAND / TOPIC	**AR.FIV.**	**Forensics IV**
CONTENT STANDARD	PS.	Public Speaking
PERFORMANCE EXPECTATION	PS.3.FIV.	Students will synthesize information to create a variety of speaking genres.
BENCHMARK / PROFICIENCY	PS.3.FIV.26.	Contrast the types of reasoning to create an effective presentation at a mastery level:
DESCRIPTOR	PS.3.FIV.26.3.	deductive
DESCRIPTOR	PS.3.FIV.26.4.	inductive
STRAND / TOPIC	**AR.OC1.**	**Oral Communication**
CONTENT STANDARD	CC.	Communication Competencies
PERFORMANCE EXPECTATION	CC.2.OC1S.	Students will practice communication competencies.
BENCHMARK / PROFICIENCY	CC.2.OC1S.4.	Define logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)
STRAND / TOPIC	**AR.OC2.**	**Oral Communication**
CONTENT STANDARD	CC.	Communication Competencies
PERFORMANCE EXPECTATION	CC.2.OC2S.	Students will practice communication competencies.
BENCHMARK / PROFICIENCY	CC.2.OC2S.5.	Recognize logical fallacies (e.g., slippery slope, ad hominem, bandwagon, false cause, hasty generalization, begging the question, false dilemma)
STRAND / TOPIC	**AR.TL.**	**Transitional Literacy**
CONTENT STANDARD	L.	Language
PERFORMANCE	L.5.TL.	Students will increase knowledge and application of vocabulary and language

EXPECTATION		structures used in English language arts, history/social studies, science, and technical subjects.
BENCHMARK / PROFICIENCY	L.5.TL.1.	Use a variety of strategies and resources (e.g., contextual analysis, etymology, function, inflected forms, morphology, semantics, dictionaries, vocabulary notebooks) independently to examine various aspects of unfamiliar words to aid comprehension and acquisition of new vocabulary in context