Main Criteria: Bible-Based Writing Lessons

Secondary Criteria: Oregon Academic Content Standards

Subject: Language Arts

Grades: 9, 10, 11, 12

Bible-Based Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.SL.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; ensure that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	CCRA.SL.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Presentation of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.SL.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; ensure that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	9-10.SL.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.

EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**

EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.

EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.

EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**

EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.

EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**

EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	9-10.SL.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.
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	9-10.SL.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.
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9-10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9-10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**

EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11-12.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	11-12.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome.
EXPECTATION	11-12.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	11-12.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	11-12.L.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.
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1a.	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.

EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 12: Unit 6 Summarizing Multiple References, p. 99-108

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 13: Unit 6 Summarizing Multiple References, p. 109-118

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 14: Unit 6 Summarizing Multiple References, p. 119-134

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 15: Unit 6 Summarizing Multiple References, p. 135-146

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Reading Literature**

BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Reading Literature**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Reading Informational Text**

BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Reading Informational Text**
BENCHMARK / STRAND	**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**

BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**

EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**

EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**

EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.3.	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**

EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 18: Unit 7 Inventive Writing, p. 159-166

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.

EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**		
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**

EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.

EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**		
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	11-12.L.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.
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1a.	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.

EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 20: Unit 8 Formal Essay Models, p. 175-182

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.

EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**

EXPECTATION / BENCHMARK	**9-10.L.3.**	**Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.**
EXPECTATION	9-10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**9-10.L.3.**	**Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.**
EXPECTATION	9-10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	9-10.SL.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.

EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.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.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
EXPECTATION / BENCHMARK	11-12.RI.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**

EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / BENCHMARK	11-12.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**

EXPECTATION / BENCHMARK	**11-12.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	11-12.L.1b.	Resolve issues of complex or contested usage, consulting references as needed.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	11-12.WHST.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.
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
EXPECTATION / BENCHMARK	11-12.RI.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals and groups, ideas, or events interact and develop over the course of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RI.7.	Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	CCRA.W.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / BENCHMARK	11-12.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**11-12.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

EXPECTATION	11-12.L.1b.	Resolve issues of complex or contested usage, consulting references as needed.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	11-12.WHST.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.
EXPECTATION / BENCHMARK	11-12.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**

EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**9-10.L.3.**	**Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.**
EXPECTATION	9-10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**

EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive 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.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**9-10.L.3.**	**Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.**
EXPECTATION	9-10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.WHST.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.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / BENCHMARK	11-12.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**11-12.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	11-12.L.1b.	Resolve issues of complex or contested usage, consulting references as needed.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	11-12.L.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.
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1a.	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.

EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	CCRA.W.8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
EXPECTATION / BENCHMARK	11-12.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Conventions of Standard English**
EXPECTATION / BENCHMARK	**11-12.L.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
EXPECTATION	11-12.L.1b.	Resolve issues of complex or contested usage, consulting references as needed.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**

EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 23: Unit 8 Formal Essay Models, p. 201-206

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**

EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.
EXPECTATION	9-10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.2.**	**Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.**

EXPECTATION	9-10.WHST.2b.	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.
EXPECTATION	9-10.WHST.2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9-10.WHST.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.

EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**

EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RL.9.	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RL.9.	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	11-12.L.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.
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9-10.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	9-10.SL.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.
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RL.9.	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RL.9.	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**
EXPECTATION	11-12.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	11-12.L.4d.	Verify the preliminary determination of the meaning of a word or phrase.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 26: Unit 9 Formal Critique and Response to Literature, p. 225-232

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**

BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**

EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**

EXPECTATION / BENCHMARK	9-10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RL.9.	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RL.9.	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**

EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.2.	Determine a theme or central idea 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. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	9-10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RL.9.	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**

EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.2.	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Integration of Knowledge and Ideas**
EXPECTATION / BENCHMARK	11-12.RL.9.	Demonstrate knowledge of a range of texts within the same time periods by authors from the Americas, including how two or more texts from the same period treat similar themes or topics from multiple perspectives.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Range of Reading and Level of Text Complexity**
EXPECTATION / BENCHMARK	11-12.RL.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 28: Classical Arrangement for Argumentative Essays, p. 245-257

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.W.1b.	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.
EXPECTATION	9-10.W.1c.	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.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.1.**	**Write arguments focused on discipline-specific content.**

EXPECTATION	9-10.WHST.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.WHST.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9-10.WHST.1c.	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.
EXPECTATION	9-10.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9-10.W.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.W.1b.	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.
EXPECTATION	9-10.W.1c.	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.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	9-10.WHST.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.WHST.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9-10.WHST.1c.	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.
EXPECTATION	9-10.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**

BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	11-12.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**

EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	11-12.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11-12.W.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	11-12.L.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.
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION	11-12.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

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Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Writing**
BENCHMARK / STRAND	**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.W.1b.	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.
EXPECTATION	9-10.W.1c.	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.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Writing**
BENCHMARK / STRAND	**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	9-10.WHST.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.WHST.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9-10.WHST.1c.	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.
EXPECTATION	9-10.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Writing**
BENCHMARK / STRAND	**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.W.1b.	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.
EXPECTATION	9-10.W.1c.	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.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Writing**
BENCHMARK / STRAND	**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	9-10.WHST.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.WHST.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9-10.WHST.1c.	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.
EXPECTATION	9-10.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**

EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**

EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	11-12.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**

BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**11-12.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	11-12.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 30: Classical Arrangement for Argumentative Essays, p. 261-27

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.W.1b.	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.
EXPECTATION	9-10.W.1c.	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.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Language**
BENCHMARK / STRAND	**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Language**
BENCHMARK / STRAND	**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	9-10.L.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND	**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY	**Speaking and Listening**
BENCHMARK / STRAND	**Comprehension and Collaboration**

EXPECTATION / BENCHMARK	**9-10.SL.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.**

EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	9-10.WHST.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.WHST.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9-10.WHST.1c.	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.
EXPECTATION	9-10.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea 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. Provide an evidence-based summary of the text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.W.1b.	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.
EXPECTATION	9-10.W.1c.	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.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.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.
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	CCRA.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**9-10.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**
EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**

EXPECTATION / BENCHMARK	9-10.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.1.**	**Write arguments focused on discipline-specific content.**

EXPECTATION	9-10.WHST.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.WHST.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9-10.WHST.1c.	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.
EXPECTATION	9-10.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	11-12.W.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.W.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.
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA	**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	11-12.L.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.
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.4.	Determine and/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, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	11-12.L.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.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	11-12.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	11-12.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION	11-12.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	CCRA.R.1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Reading**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	CCRA.R.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Key Ideas and Details**

EXPECTATION / BENCHMARK	11-12.RL.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Literature**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative and technical meanings; analyze the impact of word choice on meaning and tone, including words with multiple meanings.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Key Ideas and Details**
EXPECTATION / BENCHMARK	11-12.RI.1.	Analyze what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain; cite strong and thorough textual evidence to support analysis. Identify areas where the text leaves ideas unclear or unexplored.
EXPECTATION / BENCHMARK	11-12.RI.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another, and matters left uncertain, in order to provide a complex analysis. Provide an evidence-based summary of the text that includes analysis.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Reading Informational Text**
BENCHMARK / STRAND		**Craft and Structure**
EXPECTATION / BENCHMARK	11-12.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	11-12.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	CCRA.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.6.	Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	**11-12.L.4.**	**Determine and/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, including context clues, word parts, word relationships, and reference materials.**

EXPECTATION	11-12.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Vocabulary Acquisition and Use**
EXPECTATION / BENCHMARK	11-12.L.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	11-12.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Lesson 31: Classical Arrangement for Argumentative Essays, p. 273-278

Oregon Academic Content Standards

Language Arts

Grade **9** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**

EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.W.1b.	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.
EXPECTATION	9-10.W.1c.	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.
EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	9-10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**

BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	9-10.WHST.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.WHST.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9-10.WHST.1c.	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.
EXPECTATION	9-10.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **10** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	9-10.W.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.W.1b.	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.
EXPECTATION	9-10.W.1c.	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.

EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9-10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9-10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**9-10.W.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.**
EXPECTATION	9-10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**

EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	9-10.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**9-10.SL.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.**
EXPECTATION	9-10.SL.1a.	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.
EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9-10.SL.1c.	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.
EXPECTATION	9-10.SL.1d.	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.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.WHST.1.	Write arguments focused on discipline-specific content.
EXPECTATION	9-10.WHST.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9-10.WHST.1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9-10.WHST.1c.	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.
EXPECTATION	9-10.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **11** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

EXPECTATION	11-12.W.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

STANDARD / CONTENT AREA	**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	11-12.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.

STANDARD / CONTENT AREA	**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA	**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.

Oregon Academic Content Standards

Language Arts

Grade **12** - Adopted: **2019/Effective 2021**

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	CCRA.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**
EXPECTATION / BENCHMARK	CCRA.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	CCRA.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.1.**	**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
EXPECTATION	11-12.W.1a.	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
EXPECTATION	11-12.W.1b.	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
EXPECTATION	11-12.W.1c.	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	11-12.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	11-12.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.W.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.**
EXPECTATION	11-12.W.2b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	11-12.W.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
EXPECTATION	11-12.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	11-12.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Research to Build and Present Knowledge**
EXPECTATION / BENCHMARK	11-12.W.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.W.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.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Language**
BENCHMARK / STRAND		**Knowledge of Language**
EXPECTATION / BENCHMARK	**11-12.L.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.**
EXPECTATION	11-12.L.3a.	Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**College and Career Readiness Anchor Standards for Speaking and Listening**

BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	CCRA.SL.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		**Oregon English Language Arts and Literacy Standards**
CONTENT STANDARD / PROFICIENCY		**Speaking and Listening**
BENCHMARK / STRAND		**Comprehension and Collaboration**
EXPECTATION / BENCHMARK	**11-12.SL.1.**	**Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.**
EXPECTATION	11-12.SL.1a.	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.
EXPECTATION	11-12.SL.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
EXPECTATION	11-12.SL.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
EXPECTATION	11-12.SL.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Text Types and Purposes**
EXPECTATION / BENCHMARK	**11-12.WHST.1.**	**Write arguments focused on discipline-specific content.**
EXPECTATION	11-12.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Production and Distribution of Writing**

EXPECTATION / BENCHMARK	11-12.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA		**Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**
CONTENT STANDARD / PROFICIENCY		**Writing**
BENCHMARK / STRAND		**Range of Writing**
EXPECTATION / BENCHMARK	11-12.WHST.10.	Write routinely over extended time frames (time for 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.