Main Criteria: Structure and Style for Students
Secondary Criteria: Oregon Academic Content Standards

Subject: Language Arts
Grade: 9

Structure and Style for Students

RESPONSE TO LITERATURE Week 22 Page 241-248

Oregon Academic Content Standards
Language Arts
Grade 9 - Adopted: 2019/Effective 2021

STANDARD /
CONTENT
AREA

Oregon English Language Arts and Literacy Standards

CONTENT		
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		College and Career Readiness Anchor Standards for Reading

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Range of Reading and Level of Text Complexity

EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently. BENCHMARK 10.

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.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.
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.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
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.Rl.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.	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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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 / 9-10.RI.9. Analyze documents of historical and literary significance, including how they address related themes and concepts.

EXPECTATION / BENCHMARK		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	-	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.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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	-	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.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of

EXPECTATION 9-

9- Provide a cor 10.W.3e. the narrative.

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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English

EXPECTATION / CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. BENCHMARK .

Oregon English Language Arts and Literacy Standards

AREA		
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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 ${\sf EXPECTATION} \qquad {\sf 9-10.L.2c.} \ \ {\sf Spell} \ {\sf correctly}.$

spelling when writing.

/ BENCHMARK

STANDARD /

Oregon English Language Arts and Literacy Standards

AREA		
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

EXPECTATION 9-10.L.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on / BENCHMARK 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-

Vocabulary Acquisition and Use

STANDARD / CONTENT **AREA**

BENCHMARK /

STRAND

Oregon English Language Arts and Literacy Standards

Use context as a clue to the meaning of a word or phrase.

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

BENCHMARK

10.L.4a.

EXPECTATION / 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 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-	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

EXPECTATION

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.WHST. other information and examples appropriate to the audience's knowledge of the topic.

2b.

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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 of a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

College and Career Readiness Anchor Standards for Reading

AREA

CONTENT STANDARD / PROFICIENCY

	1	
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	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.	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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.

or the development of the theme.

BENCHMARK

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.
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.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
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 / CCRA.W. 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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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		Oregon English Language Arts and Literacy Standards
AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
CONTENT STANDARD /		College and Career Readiness Anchor Standards for Writing Range of Writing
CONTENT STANDARD / PROFICIENCY	CCRA.W.	

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.

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.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

STANDARD / CONTENT AREA

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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 /		Writing
PROFICIENCY		

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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EVDECTATION	0.101.20	Shall correctly

EXPECTATION 9-10.L.2c. Spell correctly.

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.
EVECTATION	0	Lies context as a clus to the magning of a word or phress

EXPECTATION Use context as a clue to the meaning of a word or phrase. 10.L.4a.

STANDARD / CONTENT **AREA**

Oregon English Language Arts and Literacy Standards

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

BENCHMARK

EXPECTATION / 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.

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. 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

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.

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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.	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		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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STANDARD / CONTENT AREA

CONTENT	College and Career Readiness Anchor Standards for Reading	
STANDARD /		
PROFICIENCY		

BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.
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.
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 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		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.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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		Production and Distribution of Writing

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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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 / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for **BENCHMARK** reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in 6. gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT **AREA** CONTENT Language STANDARD / **PROFICIENCY** BENCHMARK / Conventions of Standard English **STRAND EXPECTATION** 9-10.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and / BENCHMARK spelling when writing. **EXPECTATION** 9-10.L.2c. Spell correctly. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT Language STANDARD / **PROFICIENCY** BENCHMARK / Vocabulary Acquisition and Use **STRAND EXPECTATION** 9-10.L.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on / BENCHMARK grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. 9-**EXPECTATION** Use context as a clue to the meaning of a word or phrase. 10.L.4a. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT **AREA** CONTENT Language STANDARD / **PROFICIENCY BENCHMARK** / Vocabulary Acquisition and Use **STRAND** EXPECTATION / 9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, **BENCHMARK** 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 / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT AREA CONTENT Reading History/Social Studies

EXPECTATION / 9-BENCHMARK 10.RH.5. Craft and Structure

STANDARD /
PROFICIENCY

BENCHMARK /

STRAND

Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

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.	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**

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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
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.

EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.	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.	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.	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.

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.	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		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.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		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.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.	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		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.
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.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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		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. 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.
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 9 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

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		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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.	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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
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.	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

EXPECT ATION / 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.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.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		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.)
EXPECTATION /	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

BENCHMARK

Oregon English Language Arts and Literacy Standards

 $advantage\ of\ technology's\ capacity\ to\ link\ to\ other\ information\ and\ to\ display\ information\ flexibly\ and\ dynamically.$

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.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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.	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
EXPECT ATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
		Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA		
CONTENT		Language

STANDARD / PROFICIENCY	
BENCHMARK / STRAND Conventions of Standard English	
EXPECTATION / BENCHMARK 9-10.L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

EXPECTATION 9-10.L.2c. Spell correctly.

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- Use context as a clue to the meaning of a word or phrase.

10.L.4a.

STANDARD	I
CONTENT	
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BENCHMARK / STRAND Text Types and Purposes

AREA		
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		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		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.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing

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. 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
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.	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	
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Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.
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.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
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.

Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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		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
EXPECT ATION / BENCHMARK	-	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	-	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.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.)

EXPECTATION / 9-10.W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking BENCHMARK advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD	I
CONTENT	
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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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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.	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.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 9-10.L.2c. Spell correctly.

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.
EVECTATION	0	Here context as a clue to the magning of a word or phrase

EXPECTATION 9- Use context as a clue to the meaning of a word or phrase. 10.L.4a.

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 / CCRA.SL Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the BENCHMARK .4. organization, development, and style are appropriate to task, purpose, and audience.

STANDARD / CONTENT AREA

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.
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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 39-46

Oregon Academic Content Standards Language Arts

Grade 9 - Adopted: 2019/Effective 2021

STANDARD / CONTENT **AREA**

Oregon English Language Arts and Literacy Standards

CONTENT ST ANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Key Ideas and Details

EXPECTATION / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual BENCHMARK evidence when writing or speaking to support conclusions drawn from the text. 1.

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		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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.
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.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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.

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

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.

BENCHMARK

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.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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION /	9-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

10.W.10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD	I
CONTENT	
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10.L.1b. presentations.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10 1b	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
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		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		Presentation of Knowledge and Ideas

STANDARD / CONTENT AREA

EXPECTATION / 9-

BENCHMARK 10.SL.4.

audience, and task.

Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

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,

CONTENT STANDARD /		Writing
PROFICIENCY		
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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
		UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 47-54
		Oragon Academic Content Standards
		Oregon Academic Content Standards Language Arts
		-
STANDARD / CONTENT AREA		Language Arts
CONTENT		Language Arts Grade 9 - Adopted: 2019/Effective 2021
CONTENT AREA CONTENT STANDARD /		Language Arts Grade 9 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY	CCRA.R.	Language Arts Grade 9 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	1.	Language Arts Grade 9 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	1. CCRA.R. 2.	Language Arts Grade 9 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION /	1. CCRA.R. 2. CCRA.R.	Language Arts Grade 9 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT	1. CCRA.R. 2. CCRA.R.	Language Arts Grade 9 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details 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. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.
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.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD /		Reading Literature
PROFICIENCY		
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.	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.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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		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		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 /		Text Types and Purposes
STRAND		
EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
EXPECTATION		

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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
STANDARD /		Language Conventions of Standard English
STANDARD / PROFICIENCY BENCHMARK /	9-10.L.2.	

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		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		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.
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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
		UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 55-68
		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		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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

Range of Reading and Level of Text Complexity

BENCHMARK / STRAND

EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support tanalysis.
EXPECTATION / BENCHMARK	9-10.Rl.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.

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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
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.	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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		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, o 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

AREA		
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.)

EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK /		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choice 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.	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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
AREA		
CONTENT STANDARD / PROFICIENCY		Language

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		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.

Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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		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. 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 /	9-	Conduct short as well as more sustained research projects to answer a question (including a self-generated

 $10. WHST. \quad \text{question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize \ multiple \ sources \ on \ the$

 $subject, demonstrating \ understanding \ of the \ subject \ under \ investigation.$

BENCHMARK

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.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 69-78
		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		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION /	CCRA.R.	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.

section, chapter, scene, or stanza) relate to each other and the whole.

EXPECTATION / CCRA.R. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a

BENCHMARK 4.

BENCHMARK 5.

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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
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.Rl.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.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

STANDARD	I
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BENCHMARK 8.

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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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 / CCRA.W. 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.	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		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.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.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.

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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English

EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	9-10.L.2c.	Spell correctly.
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		Speaking and Listening

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-	Come to discussions prepared, having read and researched material under study; explicitly draw on that

10.SL.1a. 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.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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		Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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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	10.WHST.	·
	10.WHST. 2b. 9- 10.WHST.	other information and examples appropriate to the audience's knowledge of the topic. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style
EXPECTATION STANDARD / CONTENT	10.WHST. 2b. 9- 10.WHST.	Other information and examples appropriate to the audience's knowledge of the topic. 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 CONTENT STANDARD /	10.WHST. 2b. 9- 10.WHST.	Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	10.WHST. 2b. 9- 10.WHST.	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. Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

6.

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

EXPECTATION / 9-BENCHMARK

CONTENT

STRAND

STANDARD / **PROFICIENCY** BENCHMARK / Writing

Range of Writing

10.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 10.WHST. 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.	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.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT **AREA**

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		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
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	I
CONTENT	
AREA	

BENCHMARK 8.

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.	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.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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 /	CCRA.W.	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.	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		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.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.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 / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		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.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
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
EVDECTATION /		Write routinely ever extended time frames (time for research reflection, and royician) and charter time frames (a

EXPECTATION / 9- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a BENCHMARK 10.W.10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION

Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or

10.L.1b. presentations.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
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
STANDARD /		Vocabulary Acquisition and Use
STANDARD / PROFICIENCY BENCHMARK /	9-10.L.6.	
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	9-10.L.6.	Vocabulary Acquisition and Use 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
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	9-10.L.6.	Vocabulary Acquisition and Use 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 / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	9-10.L.6.	Vocabulary Acquisition and Use 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. Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	9-	Vocabulary Acquisition and Use 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. Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects Writing
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	9- 10.WHST	Vocabulary Acquisition and Use 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. Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects Writing Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/

2d.

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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
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.

UNIT 5: WRITING FROM PICTURES Week 9 Page 89-98

Oregon Academic Content Standards Language Arts

Grade 9 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	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.	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		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.
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 /		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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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		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		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.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, 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 /	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

advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

demonstrate command of Language standards 1-3 up to and including grades 9-10.)

EXPECTATION / 9-10.W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

BENCHMARK

BENCHMARK

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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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 ST ANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
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 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.

EXPECTATION / 9-BENCHMARK

6.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking 10.WHST. advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 10 Page 99-112

Oregon Academic Content Standards Language Arts

Grade 9 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

STANDARD / PROFICIENCY

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	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		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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		College and Career Readiness Anchor Standards for Reading

	1	
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.

EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
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.	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		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		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-	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

EXPECTATION 9- Establish a style and tone relevant to the discipline in which they are writing. 10.W.2e.

EXPECTATION

9-

10.W.2d.

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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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 ST ANDARD / 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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
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 Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / BENCHMARK	9- 10.RH.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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		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. 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.

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.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 113-126

Oregon Academic Content Standards Language Arts Grade 9 - Adopted: 2019/Effective 2021

STANDARD	I
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

Oregon English Language Arts and Literacy Standards

AREA		
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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

STANDARD / CONTENT AREA

CONTENT STANDARD /		College and Career Readiness Anchor Standards for Reading
PROFICIENCY		
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.	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.	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.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
ST ANDARD / 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.	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		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		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

distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.

10.W.2a.

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		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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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
		Writing
CONTENT STANDARD / PROFICIENCY		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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 9-10.L.2c. Spell correctly.

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-Use context as a clue to the meaning of a word or phrase. 10.L.4a.

STANDARD / CONTENT **AREA**

Oregon English Language Arts and Literacy Standards

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

BENCHMARK

EXPECTATION / 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.

Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.RH.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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
STRAND EXPECTATION		Text Types and Purposes Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
STRAND EXPECTATION	10.WHST	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
EXPECTATION / BENCHMARK	9- 10.WHST.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
EXPECTATION / BENCHMARK EXPECTATION	9- 10.WHST. 2b. 9- 10.WHST.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 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. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION STANDARD / CONTENT	9- 10.WHST. 2b. 9- 10.WHST.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 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. 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.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /	9- 10.WHST. 2b. 9- 10.WHST.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. 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. 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. Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

4.

BENCHMARK 10.WHST. purpose, and audience.

EXPECTATION / 9-

EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	9- 10.WHST. 10.	Writing Range of Writing Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	10.WHST.	Writing Range of Writing Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	10.WHST.	Writing Range of Writing 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.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	10.WHST.	Writing Range of Writing 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. UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132 Oregon Academic Content Standards Language Arts
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	10.WHST.	Writing 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. UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132 Oregon Academic Content Standards Language Arts Grade 9 - Adopted: 2019/Effective 2021

EXPECTATION / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual

EXPECTATION / CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details

evidence when writing or speaking to support conclusions drawn from the text.

BENCHMARK

BENCHMARK

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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		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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
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.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.	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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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		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		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.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		Oregon English Language Arts and Literacy Standards Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	9-10.W.4.	Writing
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /		Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose,
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION /	9-10.W.5.	Writing Production and Distribution of Writing 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.) 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
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	9-10.W.5.	Production and Distribution of Writing 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.) 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.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	9-10.W.5.	Production and Distribution of Writing 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.) 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.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
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.
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 Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.RH.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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
EXPECT ATION / BENCHMARK		Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

EXPECTATION 9- 10.WHS 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or
	T. other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION 9- 10.WHS 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style T. 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 / 9- BENCHMARK 10.WHS	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, T. purpose, and audience.
EXPECTATION / 9- BENCHMARK 10.WHS 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking T. advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / 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 / 9- BENCHMARK 10.WHS	Conduct short as well as more sustained research projects to answer a question (including a self-generated T. 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 / 9- BENCHMARK 10.WHS	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; T. 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 / 9- BENCHMARK 10.WHS	Draw evidence from informational texts to support analysis, reflection, and research. T.
STANDARD /	Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT	
CONTENT	Writing

EXPECTATION / 9-BENCHMARK

10.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 10.WHST. a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 7: INVENTIVE WRITING Week 13 Page 133-138

Oregon Academic Content Standards Language Arts Grade 9 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD I 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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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 /	CCRA.W.	Galilei Televani Inioi
BENCHMARK	8.	source, and integrate

EXPECTATION / CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each te the information while avoiding plagiarism.

EXPECTATION 9-

10.W.2f.

Oregon English Language Arts and Literacy Standards

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

Provide a concluding statement or section that follows from and supports the information or explanation presented.

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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 /		Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
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.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 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. 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.

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.

UNIT 7: INVENTIVE WRITING Week 14 Page 139-144

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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

STANDARD / CONTENT **AREA**

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Writing	
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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.	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		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		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.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		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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
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 material 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.

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 Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		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. 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
		UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

UNIT 7: INVENTIVE WRITING Week 15 Page 145-160

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

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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

EXPECTATION / BENCHMARK	CCRA.R.	Assess how point of view or purpose shapes the content and style 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		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.
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.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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		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		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		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.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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
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 /		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.
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		<u> </u>
		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.	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.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	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		College and Career Readiness Anchor Standards for Reading
ST ANDARD / PROFICIENCY		

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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
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.

EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.	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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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		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	9-	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT ATION / 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.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		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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EVDECTATION	0.101.20	Shall correctly

EXPECTATION 9-10.L.2c. Spell correctly.

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.
EVECTATION	0	Lies context as a clus to the magning of a word or phress

EXPECTATION Use context as a clue to the meaning of a word or phrase. 10.L.4a.

STANDARD / CONTENT **AREA**

Oregon English Language Arts and Literacy Standards

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

BENCHMARK

EXPECTATION / 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.

Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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		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. 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.

Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

BENCHMARK / STRAND Range of Writing	CONTENT STANDARD / PROFICIENCY	Writing
		Range of Writing

EXPECTATION / 9-BENCHMARK

10.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 10.WHST. 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.	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.	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

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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

AREA		
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.	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.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 /		Production and Distribution of Writing
STRAND		
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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 /		Conventions of Standard English

EXPECTATION / CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. BENCHMARK .

EXPECTATION 9-10.L.2c. Spell correctly.

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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
		Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA		Cregon English Euriguage Arts and Electucy Standards
CONTENT		Language
CONTENT AREA CONTENT STANDARD /		

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.
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 Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION /	9- 10 PH 5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

STANDARD / CONTENT AREA

BENCHMARK 10.RH.5.

Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.RH.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT ST ANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		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. 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.

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.

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Oregon Academic Content Standards Language Arts Grade 9 - Adopted: 2019/Effective 2021

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Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	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.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Reading
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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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.

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.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
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.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / BENCHMARK	CCRA.W.	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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.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.

Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.

EXPECTATION

9-

10.W.1b.

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.

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.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		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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD / CONTENT AREA

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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT ST ANDARD / 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		Oregon English Language Arts and Literacy Standards

AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.	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	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2b.	Use a colon to introduce a list or quotation or present information related to the sentence's first clause.
EXPECTATION	9-10.L.2c.	Spell correctly.
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.
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 Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.RH.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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		Write arguments focused on discipline-specific content.
EXPECTATION	9-	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that

10.WHST. establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

1a.

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. 1e.	Provide a concluding statement or section that follows from or supports the argument presented.

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. 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD / CONTENT AREA

${\bf Oregon\ Standards\ for\ Literacy\ in\ History/Social\ Studies\ and\ Science\ and\ Technical\ Subjects}$

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.	Draw evidence from informational texts to support analysis, reflection, and research.

Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT ST ANDARD / 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.

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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	College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND	Craft and Structure

EXPECTATION / CCRA.R. 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. BENCHMARK

EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
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.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

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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.	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.	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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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
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EXPECTATION / CCRA.W. Conduct short as well as more sustained research projects based on focused questions, demonstrating

BENCHMARK 7. 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.	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		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		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.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		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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

CONTENT STANDARD / PROFICIENCY

BENCHMARK / STRAND Language

Vocabulary Acquisition and Use

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CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9- 10.L.2b.	Use a colon to introduce a list or quotation or present information related to the sentence's first clause.
EXPECTATION	9-10.L.2c.	Spell correctly.
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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

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 Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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
EXPECT ATION / 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. 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.

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Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

10.WHST. advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking

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.

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.

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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.	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

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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Reading Literature
STANDARD / PROFICIENCY		Reading Literature
STANDARD /		Key Ideas and Details
STANDARD / PROFICIENCY BENCHMARK /	9- 10.RL.2.	
BENCHMARK / STRAND		Key Ideas and Details 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
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	10.RL.2. 9-	Rey Ideas and Details 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. 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
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT	10.RL.2. 9-	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. 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 / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	10.RL.2. 9-	Key Ideas and Details 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. 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. Oregon English Language Arts and Literacy Standards
BENCHMARK / BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	10.RL.2. 9-	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. 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. Oregon English Language Arts and Literacy Standards Reading Literature

EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
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.	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.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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	9-	Write narratives to develop real or imagined experiences or events using effective technique, well-
/ BENCHMARK	10.W.3.	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.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.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Polynometrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	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	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10 2c	Snell correctly

9-10.L.2c. Spell correctly.

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.
EVECTATION	0	Lies context as a clue to the manning of a word or phress

EXPECTATION Use context as a clue to the meaning of a word or phrase. 10.L.4a.

STANDARD / CONTENT **AREA**

Oregon English Language Arts and Literacy Standards

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

BENCHMARK

EXPECTATION / 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.

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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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 /	9-	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or

BENCHMARK

10.

10.WHST. 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**

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.	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.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
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.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.
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.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
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.
ST ANDARD / 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.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / 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.	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.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.	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	-	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		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-	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or

10.W.2b. 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		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.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		Oregon English Language Arts and Literacy Standards Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	9-10.W.4.	Writing
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND		Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose,
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	9-10.W.5.	Writing Production and Distribution of Writing 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.) 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
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	9-10.W.5.	Production and Distribution of Writing 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.) 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.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	9-10.W.5.	Production and Distribution of Writing 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.) 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.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.L.3	College and Career Readiness Anchor Standards for Language
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	CCRA.L.3	College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	CCRA.L.3	College and Career Readiness Anchor Standards for Language Knowledge of Language 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.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	CCRA.L.3	College and Career Readiness Anchor Standards for Language Knowledge of Language 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. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.L.3	College and Career Readiness Anchor Standards for Language Knowledge of Language 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. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION 9-10.L.2c. Spell correctly.

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- Use context as a clue to the meaning of a word or phrase.

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STANDARD	I
CONTENT	
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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 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.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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.	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.