

## 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

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

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / 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.  
BENCHMARK 10.RL.2.

EXPECTATION / 9- 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.  
BENCHMARK 10.RL.3.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / 9- 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.  
BENCHMARK 10.RL.4.

EXPECTATION / 9- 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.  
BENCHMARK 10.RL.5.

EXPECTATION / 9- 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.  
BENCHMARK 10.RL.6.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

EXPECTATION / 9- 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.  
BENCHMARK 10.RL.10.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

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**

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

EXPECTATION / BENCHMARK CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / BENCHMARK CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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. 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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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.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>
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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.
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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.
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EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Knowledge of Language
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Writing
<b>BENCHMARK / STRAND</b>		Text Types and Purposes
<b>EXPECTATION / BENCHMARK</b>	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.
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**STANDARD / CONTENT AREA**                      **Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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**

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

EXPECTATION / BENCHMARK CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

**CONTENT STANDARD / PROFICIENCY**

**College and Career Readiness Anchor Standards for Writing**

**BENCHMARK / STRAND**

**Production and Distribution of Writing**

EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>

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.
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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.
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EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD / CONTENT AREA**                      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

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.
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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.
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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.
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.
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**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.
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**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.
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**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.
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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.
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**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.
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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.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Knowledge of Language
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	9-10.WHST.2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
<b>EXPECTATION / BENCHMARK</b>	9-10.WHST.4.	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
<b>EXPECTATION / BENCHMARK</b>	9-10.WHST.7.	<b>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.</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.

Timed Essay Week 24 Page 263-263

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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. 6. 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. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a 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.)
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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.
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**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.
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**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.
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**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.
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**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.
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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.
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**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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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.
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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.
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**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.
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**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.
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**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.
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**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.
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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.
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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. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY

College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND

Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY

College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND

Research to Build and Present Knowledge

EXPECTATION / BENCHMARK CCRA.W. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.



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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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.
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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.
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**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.
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**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.
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**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.
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**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.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	9-10.SL.1.	<b>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.</b>
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
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.WHST.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / 9- Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the  
BENCHMARK 10.RL.1. analysis.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

**CONTENT  
STANDARD /  
PROFICIENCY**

**Reading Literature**

**BENCHMARK /  
STRAND**

**Craft and Structure**

EXPECTATION / 9- Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and  
BENCHMARK 10.RL.4. 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 / 9-10.RI.1. Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the  
BENCHMARK analysis.

EXPECTATION / 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  
BENCHMARK emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.

EXPECTATION / 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  
BENCHMARK 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 / 9-10.RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and  
BENCHMARK 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 / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately  
BENCHMARK 2. through the effective selection, organization, and analysis of content.

EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**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.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**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.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**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.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes



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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>
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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.
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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.
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EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
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EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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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.)
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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.)
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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.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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.  
BENCHMARK

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

EXPECTATION / CCRA.SL 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.  
BENCHMARK 4.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

EXPECTATION / 9- 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.  
BENCHMARK 10.SL.4.

**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / 9- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  
BENCHMARK 10.RH.5.

**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / BENCHMARK</b>	<b>9-10.WHST.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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.    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**

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

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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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**

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

EXPECTATION / BENCHMARK CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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. 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**



<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
BENCHMARK .

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices  
BENCHMARK . for meaning or style, and to comprehend more fully when reading or listening.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,  
BENCHMARK 4. 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 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Speaking and Listening
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Reading Literature
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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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.
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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.
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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.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>
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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. 6.	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. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**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.
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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.
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**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.
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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.
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EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION /  
BENCHMARK    9-10.L.1.1    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**

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

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.4.</b>	<b>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.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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

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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

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**

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

EXPECTATION / BENCHMARK CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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.6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**



<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	9-10.L.4.	<b>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.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Speaking and Listening</b>
<b>BENCHMARK / STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

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

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / 9- Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the  
BENCHMARK 10.RL.1. analysis.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / 9-10.RI.1. Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the  
BENCHMARK analysis.

EXPECTATION / 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  
BENCHMARK emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.

EXPECTATION / 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  
BENCHMARK 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

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

EXPECTATION /  
BENCHMARK CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION /  
BENCHMARK CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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. 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.
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**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.
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EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
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**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.
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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.
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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.
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EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
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**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.)
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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.)
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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.
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**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.
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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.
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**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.
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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.
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**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.
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EXPECTATION	9-10.L.2c.	Spell correctly.
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**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.
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EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
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**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.
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**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.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	9-10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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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.
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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.
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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.
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**STANDARD / CONTENT AREA** **Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**



<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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.
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**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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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.
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EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**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.
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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.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

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

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / 9- Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the  
BENCHMARK 10.RL.1. analysis.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / 9-10.RI.1. Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the  
BENCHMARK analysis.

EXPECTATION / 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  
BENCHMARK emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.

EXPECTATION / 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  
BENCHMARK 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

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

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately  
BENCHMARK 2. through the effective selection, organization, and analysis of content.

EXPECTATION / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,  
BENCHMARK 3. and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  
BENCHMARK 4. purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
BENCHMARK 5.

EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
BENCHMARK 6.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each  
BENCHMARK 8. source, and integrate the information while avoiding plagiarism.

EXPECTATION / BENCHMARK CCRA.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

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

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9-10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION 9-10.W.1d. Establish a style and tone relevant to the discipline in which they are writing.

**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 / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Speaking and Listening
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Speaking and Listening
<b>BENCHMARK / STRAND</b>		Comprehension and Collaboration
<b>EXPECTATION / BENCHMARK</b>	9-10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

EXPECTATION 9-10.SL.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.



EXPECTATION	9-10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
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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.
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**STANDARD / CONTENT AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK	9-10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
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**STANDARD / CONTENT AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

<b>EXPECTATION / BENCHMARK</b>	<b>9-10.WHST.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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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.
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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.
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**STANDARD / CONTENT AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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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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.
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**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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.
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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.
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**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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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**

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

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

EXPECTATION / BENCHMARK 9-10.RI.1. Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.

EXPECTATION / BENCHMARK 9-10.RI.2. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

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

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately  
BENCHMARK 2. through the effective selection, organization, and analysis of content.

EXPECTATION / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,  
BENCHMARK 3. and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  
BENCHMARK 4. purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
BENCHMARK 5.

EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
BENCHMARK 6.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / CCRA.W. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each  
BENCHMARK 8. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION /  
BENCHMARK

9-10.L.1.1. 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**

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

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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.4.</b>	<b>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.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.WHST.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

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

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

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**

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

EXPECTATION / BENCHMARK CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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. 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices  
BENCHMARK . for meaning or style, and to comprehend more fully when reading or listening.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,  
BENCHMARK 4. 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 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

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

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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.4.</b>	<b>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.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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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. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY

College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND

Production and Distribution of Writing

EXPECTATION / BENCHMARK CCRA.W. 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / BENCHMARK CCRA.W. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK CCRA.W. 6. 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.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**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.
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**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.
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EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
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**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.
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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.
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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.
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EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / BENCHMARK 9-10.L.1.1 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**

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

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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.4.</b>	<b>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.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK	9-10.RH.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
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**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.
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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.
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**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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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.
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**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.
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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.
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**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

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**

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

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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.
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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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**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.
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**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.
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EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**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.
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EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>

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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Knowledge of Language
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / 9- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  
BENCHMARK 10.RH.5.

**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / 9- Compare and contrast treatments of the same topic in several primary and secondary sources.  
BENCHMARK 10.RH.9.

**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION / 9- Write informative/explanatory texts, including the narration of historical events, scientific procedures/  
BENCHMARK 10.WHST experiments, or technical processes.  
.2.

EXPECTATION 9- 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- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style  
10.WHST. appropriate to the discipline and context as well as to the expertise of likely readers.  
2d.

**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / 9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  
BENCHMARK 10.WHST. purpose, and audience.  
4.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 127-132

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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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.
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EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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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. 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**



<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

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

EXPECTATION / BENCHMARK CCRA.W.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / BENCHMARK CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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. 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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.
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**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.
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**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.
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**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.
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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.
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**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.
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**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.
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**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.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

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

<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.4.</b>	<b>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.</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / BENCHMARK 9- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  
10.RH.5.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK 9- Compare and contrast treatments of the same topic in several primary and secondary sources.  
10.RH.9.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION / BENCHMARK 9- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  
10.WHST .2.

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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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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 / 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.
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EXPECTATION / BENCHMARK	CCRA.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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**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.
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EXPECTATION / BENCHMARK	CCRA.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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EXPECTATION / BENCHMARK	CCRA.W.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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**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.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

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

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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.</b>

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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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<b>EXPECTATION / BENCHMARK</b>	9-10.WHST.2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>
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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 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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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

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**

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

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately  
BENCHMARK 2. through the effective selection, organization, and analysis of content.

EXPECTATION / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,  
BENCHMARK 3. and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  
BENCHMARK 4. purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
BENCHMARK 5.

EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
BENCHMARK 6.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.
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**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.
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**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.
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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.
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**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.
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EXPECTATION	9-10.L.2c.	Spell correctly.
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**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.
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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.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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

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

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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 / CCRA.R. Assess how point of view or purpose shapes the content and style of a text.  
BENCHMARK 6.

**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.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

**CONTENT  
STANDARD /  
PROFICIENCY**

**Reading Literature**

**BENCHMARK /  
STRAND**

**Key Ideas and Details**

EXPECTATION / 9- Determine a theme or central idea of a text and analyze in detail its development over the course of the text,  
BENCHMARK 10.RL.2. including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.

EXPECTATION / 9- Analyze the impact of the author's choices regarding the development of complex characters over the course of a  
BENCHMARK 10.RL.3. 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 / 9- Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and  
BENCHMARK 10.RL.4. technical meanings; analyze word choice and the impact on meaning.

EXPECTATION / 9- Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events  
BENCHMARK 10.RL.5. within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.

EXPECTATION / 9- Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature  
BENCHMARK 10.RL.6. 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**

<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

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**

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

EXPECTATION / BENCHMARK CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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.6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>



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.
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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.
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**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.
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**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.
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**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.
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**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.
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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.
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

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

EXPECTATION / BENCHMARK CCRA.W. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION / BENCHMARK CCRA.W. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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. 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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.
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**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.
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EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
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**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.
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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.
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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.
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EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Knowledge of Language
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

EXPECTATION / 9- Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.  
BENCHMARK 10.RH.5.

**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / BENCHMARK	9-10.WHST.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9-10.WHST.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

**STANDARD / CONTENT AREA**

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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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.
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EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**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.
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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.
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**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.
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**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.
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**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.
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**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.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

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

EXPECTATION / BENCHMARK CCRA.W. 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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. 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION / BENCHMARK	9- 10.W.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
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<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
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<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices  
BENCHMARK . for meaning or style, and to comprehend more fully when reading or listening.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / CCRA.L. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,  
BENCHMARK 4. 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 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

EXPECTATION / 9-10.L.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or  
/ BENCHMARK speaking.**

EXPECTATION 9- 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**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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 /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.</b>
<b>EXPECTATION</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.4.</b>	<b>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.</b>
<b>EXPECTATION</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

EXPECTATION / BENCHMARK 9-10.WHST.1. Write arguments focused on discipline-specific content.

EXPECTATION 9-10.WHST.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

EXPECTATION 9-10.WHST.1b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

EXPECTATION 9-10.WHST.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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / BENCHMARK	9-10.WHST.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9-10.WHST.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.

**STANDARD / CONTENT AREA**

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	9-10.WHST.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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UNIT 8: FORMAL ESSAY MODELS Week 18 Page 195-206

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

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for 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.
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EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
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<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
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<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
EXPECTATION / BENCHMARK	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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. 6.	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		<b>College and Career Readiness Anchor Standards for Writing</b>
BENCHMARK / STRAND		<b>Research to Build and Present Knowledge</b>

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		<b>College and Career Readiness Anchor Standards for Writing</b>
BENCHMARK / STRAND		<b>Range of Writing</b>

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

CONTENT STANDARD / PROFICIENCY		<b>Writing</b>
BENCHMARK / STRAND		<b>Text Types and Purposes</b>

EXPECTATION / BENCHMARK	9-10.W.1.	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
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.1d.	Establish a style and tone relevant to the discipline in which they are writing.
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EXPECTATION	9-10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>

EXPECTATION / BENCHMARK	9-10.L.3.	<b>Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.</b>
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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.
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**STANDARD / CONTENT AREA**                      **Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

EXPECTATION / BENCHMARK	9-10.L.4.	<b>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.</b>
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EXPECTATION	9-10.L.4a.	Use context as a clue to the meaning of a word or phrase.
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**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.
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**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.
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**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.
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**STANDARD / CONTENT AREA**

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	9-10.WHST.1.	Write arguments focused on discipline-specific content.
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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.
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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.
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EXPECTATION	9-10.WHST.1e.	Provide a concluding statement or section that follows from or supports the argument presented.
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**STANDARD / CONTENT AREA** **Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	9-10.WHST.2.	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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.
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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.
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EXPECTATION / BENCHMARK	9-10.WHST.9.	Draw evidence from informational texts to support analysis, reflection, and research.
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**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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**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.
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EXPECTATION / BENCHMARK	CCRA.R.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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EXPECTATION / BENCHMARK	CCRA.R.3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**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.
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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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

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

EXPECTATION / CCRA.W. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately  
BENCHMARK 2. through the effective selection, organization, and analysis of content.

EXPECTATION / CCRA.W. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,  
BENCHMARK 3. and well-structured event sequences.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / CCRA.W. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,  
BENCHMARK 4. purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  
BENCHMARK 5.

EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  
BENCHMARK 6.

**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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.
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EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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**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.
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**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.
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EXPECTATION	9-10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
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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.
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**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.
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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.
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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.
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EXPECTATION	9-10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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EXPECTATION	9-10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
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EXPECTATION	9-10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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.)
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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.)
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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.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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.
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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.
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EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Knowledge of Language
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.4.</b>	<b>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.</b>
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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading History/Social Studies</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**



<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

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

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

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**

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

EXPECTATION / BENCHMARK CCRA.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 9-10.W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION 9-10.W.1f. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 9-10.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION 9-10.W.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

EXPECTATION 9-10.W.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK 9-10.W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

EXPECTATION	9-10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9-10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9-10.W.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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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.
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**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.
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**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.
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**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.
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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.
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**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.
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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.
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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Conventions of Standard English
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Knowledge of Language
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		Vocabulary Acquisition and Use
<b>EXPECTATION / BENCHMARK</b>	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**

<b>CONTENT STANDARD / PROFICIENCY</b>		Language
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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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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.
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**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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.
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**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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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**STANDARD /  
CONTENT  
AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Reading</b>
<b>BENCHMARK / STRAND</b>		<b>Key Ideas and Details</b>



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.
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**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.
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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.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Craft and Structure</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Literature</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Reading Informational Text</b>
<b>BENCHMARK / STRAND</b>		<b>Integration of Knowledge and Ideas</b>

EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
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**STANDARD / CONTENT AREA** **Oregon English Language Arts and Literacy Standards**

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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

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. 6. 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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>College and Career Readiness Anchor Standards for Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.2.</b>	<b>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.</b>

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.
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**STANDARD / CONTENT AREA**

**Oregon English Language Arts and Literacy Standards**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Text Types and Purposes</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.W.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

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

<b>CONTENT STANDARD / PROFICIENCY</b>		Writing
<b>BENCHMARK / STRAND</b>		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

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Language
<b>BENCHMARK / STRAND</b>		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

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Language
<b>BENCHMARK / STRAND</b>		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

<b>CONTENT STANDARD / PROFICIENCY</b>		College and Career Readiness Anchor Standards for Language
<b>BENCHMARK / STRAND</b>		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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Conventions of Standard English</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

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**

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

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

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Knowledge of Language</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.3.</b>	<b>Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>EXPECTATION / BENCHMARK</b>	<b>9-10.L.4.</b>	<b>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.</b>

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**

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Language</b>
<b>BENCHMARK / STRAND</b>		<b>Vocabulary Acquisition and Use</b>

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.  
BENCHMARK

**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Production and Distribution of Writing</b>

EXPECTATION / 9- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  
BENCHMARK 10.WHST.  
4.

EXPECTATION / 9- 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.  
BENCHMARK 10.WHST.  
6.

**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Research to Build and Present Knowledge</b>

EXPECTATION / 9- 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.  
BENCHMARK 10.WHST.  
8.

**STANDARD /  
CONTENT  
AREA**

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

<b>CONTENT STANDARD / PROFICIENCY</b>		<b>Writing</b>
<b>BENCHMARK / STRAND</b>		<b>Range of Writing</b>

EXPECTATION / 9- 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.  
BENCHMARK 10.WHST.  
10.