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

Subject: Language Arts **Grade:** 7

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

Oregon Academic Content Standards Language Arts

Grade 7 - Adopted: 2019/Effective 2021

STANDARD / CONTENT

BENCHMARK

10.

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 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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BENCHMARK EXPECTATION /	4. CCRA.R.	meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a
EXPECTATION / BENCHMARK STANDARD / CONTENT	4. CCRA.R.	meanings, and analyze how specific word choices shape meaning or tone. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	4. CCRA.R.	meanings, and analyze how specific word choices shape meaning or tone. 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. Oregon English Language Arts and Literacy Standards

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

STANDARD	I
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Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION /	7.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 a specific word choice on meaning and tone.

EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

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BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	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.

ST ANDARD / CCARASL Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY EXPECTATION 7.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ST ANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY ST ANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Presentation or Carify the meaning of unknown and multiple-meaning words and phrases based on gr 7 reading and content, choosing flexibly from a range of strategies. ST ANDARD / Oregon English Language Arts and Literacy Standards EXPECTATION 7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gr 7 reading and content, choosing flexibly from a range of strategies. EXPECTATION 7.L.4. Use context as a clue to the meaning of a word or phrase. ST ANDARD / Oregon English Language Arts and Literacy Standards ST ANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / CORPAN CONTENT STANDARD / CORPAN CONTENT STANDARD / CORPAN CONTENT STANDARD / Oregon English Language Arts and Literacy Standards EXPECTATION / CCRASL Present information of Knowledge and Ideas EXPECTATION / CCRASL Present information, findings, and supporting evidence such that literaces can follow the line of reasoning and the ENCHMARK / CORPAN CONTENT STANDARD / CORPAN CORPAN CONTENT STANDARD / CORPAN CONT			
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BENCHMARK / STRAND EXPECTATION 7.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. JERICHMARK / EXPECTATION 7.L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. JERICHMARK / EXPECTATION 7.L.3. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. STANDARD / Oregon English Language Arts and Literacy Standards AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / Vocabulary Acquisition and Use STRAND EXPECTATION 7.L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on gr 7 reading and content, choosing flexibly from a range of strategles. EXPECTATION 7.L.4a. Use context as a clue to the meaning of a word or phrase. EXPECTATION 7.L.4a. Use context as a clue to the meaning of a word or phrase. CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT STANDARD / Propert for and participate effectively in a range of conversations and collaborations with diverse partners, build on others' liceas and expressing their own clearly and persuseively. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Oregon English Language Arts and Literacy Standards	CONTENT		Oregon English Language Arts and Literacy Standards
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			Presentation of Knowledge and Ideas
DENOMINARY .4. Organization, development, and style are appropriate to task, pulpose, and addience.	EXPECTATION / BENCHMARK	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.

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
STRAND EXPECTATION /	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas
EXPECTATION / BENCHMARK STANDARD / CONTENT	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	7.SL.4.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study. Oregon English Language Arts and Literacy Standards Speaking and Listening Presentation of Knowledge and Ideas Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	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 2: WRITING FROM NOTES Week 2 Page 19-32
		Oregon Academic Content Standards Language Arts Grade 7 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	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.	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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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	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION /	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.

BENCHMARK

10.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION /	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Speaking and Listening
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	7.SL.1.	Speaking and Listening
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	7.SL.1. 7.SL.1a.	Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	7.SL.1a.	Speaking and Listening Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION	7.SL.1a. 7.SL.1b.	Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
EXPECTATION / BENCHMARK	7.SL.6.	Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6- 8.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 / 6-BENCHMARK

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Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 8.WHST.1 a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 33-44

Oregon Academic Content Standards Language Arts Grade 7 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

BENCHMARK

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 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 / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently.

STANDARD	I
CONTENT	
ΔRFΔ	

AKEA		
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RL.3.	Analyze how particular elements of a literary text interact.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RL.6.	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and

convey experiences and events.

EXPECTATION	7.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Donne of Weiting
STRAND		Range of Writing
	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND EXPECTATION /	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
EXPECTATION / BENCHMARK STANDARD / CONTENT	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	CCRA.L.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	CCRA.L.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT	CCRA.L.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK CONTENT AREA CONTENT AREA	CCRA.L.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Oregon English Language Arts and Literacy Standards

EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4c.	Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION 7.S.L.1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. EXPECTATION 7.S.L.1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. EXPECTATION 7.S.L.1d. Acknowledge new information expressed by others and, when warranted, modify their own views. STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Oregon English Language Arts and Literacy Standards Comprehension and Collaboration EXPECTATION 7.S.L.2. Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study. STANDARD / CONTENT AREA CONTENT STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY BENCHMARK / Speaking and Listening Speaking and Listening Foresentation of Knowledge and Ideas Speaking and Listening Presentation of Knowledge and Ideas STRAND			
EXPECTATION 7.SL.12. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. EXPECTATION 7.SL.13. Acknowledge new information expressed by others and, when warranted, modify their own views. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT STANDARD / Comprehension and Collaboration EXPECTATION / 7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT Oregon English Language Arts and Literacy Standards CONTENT AREA CONTENT STANDARD / Present claims and/or lindings, emphasizing salient points in a locused, coherent manner with pertinent descriptions facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. EXPECTATION / 7.SL.6. Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations) STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects STANDARD / Production and Distribution of Writing EXPECTATION / 6- BENCHMARK / SHANDARD / Production and Distribution of Writing STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Acknowledge new information expressed by others and, when warranted, modify their own views. STANDARD / CONTENT AREA CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / Speaking and Listening EXPECTATION / 7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study. STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / Speaking and Listening EXPECTATION / 7.SL.2. Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study. STANDARD / CONTENT STANDARD / Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts, details, and examples; use appropriate eye contact, adequate volume, and clear prorunciation. EXPECTATION / 7.SL.6. Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	EXPECTATION	7.SL.1b.	
STANDARD / CONTENT AREA CONTENT AREA Speaking and Listening Speaking and Listening Comprehension and Collaboration EXPECTATION / 7.S.L.2. Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text or issue under study. STANDARD / CONTENT AREA CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / Presentation of Knowledge and Ideas EXPECTATION / 7.S.L.4. Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. EXPECTATION / 7.S.L.6. Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) STANDARD / CONTENT STANDARD / Profliction of Writing EXPECTATION / S. Production and Distribution of Writing EXPECTATION / S. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, BENCHMARK / S. WHST.4. Purpose, and audience. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	EXPECTATION	7.SL.1c.	·
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STANDARD / Production and Collaboration	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION / 7.S.L.2. Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study. STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. EXPECTATION / 7.S.L.6. Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / Production and Distribution of Writing EXPECTATION / 6- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	STANDARD /		Speaking and Listening
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STANDARD / PROFICIENCY BENCHMARK / STRAND Presentation of Knowledge and Ideas	CONTENT		Oregon English Language Arts and Literacy Standards
EXPECTATION / T.S.L.4. Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. EXPECTATION / T.S.L.6. Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Writing Production and Distribution of Writing EXPECTATION / 6- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	STANDARD /		Speaking and Listening
BENCHMARK facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. EXPECTATION / 7.S.L.6. Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT STANDARD / PROFICIENCY BENCHMARK / BTRAND Writing EXPECTATION / 6- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects			Presentation of Knowledge and Ideas
BENCHMARK when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Production and Distribution of Writing EXPECTATION / 6- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects		7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND Production and Distribution of Writing EXPECTATION / BENCHMARK 8.WHST.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects		7.SL.6.	
BENCHMARK / STRAND Production and Distribution of Writing EXPECTATION / 6- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	CONTENT		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
EXPECTATION / 6- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, BENCHMARK 8.WHST.4. purpose, and audience. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	STANDARD /		Writing
BENCHMARK 8.WHST.4. purpose, and audience. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects			Production and Distribution of Writing
AREA	CONTENT		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT Writing STANDARD /			Writing

BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 45-52
		Oregon Academic Content Standards Language Arts Grade 7 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		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

 ${\tt EXPECTATION\,/\quad CCRA.R.} \quad {\tt Read\ and\ comprehend\ complex\ literary\ and\ informational\ texts\ independently\ and\ proficiently.}$

BENCHMARK 10.

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RL.3.	Analyze how particular elements of a literary text interact.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RL.6.	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and

convey experiences and events.

EXPECTATION	7.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	7.W.10.	
BENCHMARK STANDARD / CONTENT	7.W.10.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA CONTENT STANDARD /	7.W.10.	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /		single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Oregon English Language Arts and Literacy Standards
STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.L.2	single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and

redundancy.

AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4c.	Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECT ATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	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 5 Page 53-60
		Oregon Academic Content Standards

Oregon Academic Content Standards Language Arts

Grade 7 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

741271		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Oregon English Language Arts and Literacy Standards

ST ANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.Rl.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
STANDARD /		Writing Text Types and Purposes
STANDARD / PROFICIENCY BENCHMARK /	7.W.1.	
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	7.W.1. 7.W.1d.	Text Types and Purposes
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	7.W.1d.	Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT	7.W.1d.	Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /	7.W.1d.	Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain an appropriate style for content, purpose, and audience. Oregon English Language Arts and Literacy Standards

EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, 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	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
STANDARD /		Writing Production and Distribution of Writing
STANDARD / PROFICIENCY BENCHMARK /	7.W.4.	
BENCHMARK I STRAND	7.W.4. 7.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION /		Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	7.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
BENCHMARK / STRAND EXPECTATION / BENCHMARK CONTENT AREA CONTENT STANDARD /	7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oregon English Language Arts and Literacy Standards

EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD	I
CONTENT	
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CONTENT STANDARD / PROFICIENCY

BENCHMARK / STRAND **Speaking and Listening**

Comprehension and Collaboration

CONTENT AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	7.SL.4.	Present claims and/or findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
EXPECTATION / BENCHMARK	7.SL.6.	Adapt speech to a variety of contexts and tasks demonstrating command of 7th grade level language conventions when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	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 61-70

Oregon Academic Content Standards

Language Arts

Grade 7 Adopted: 2019 Effective 2021

Grade 7 - Adopted: 2019/Effective 2021

STANDARD	I
CONTENT	
AREA	

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

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	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	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, 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	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 71-80
		Oregon Academic Content Standards
		Language Arts
		Grade 7 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Grade 7 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards
CONTENT		
CONTENT AREA CONTENT STANDARD /		Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	CCRA.R.	Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	CCRA.R. 1. CCRA.R. 2.	College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	CCRA.R. 1. CCRA.R. 2. CCRA.R. 3.	College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

EXPECTATION / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

meanings, and analyze how specific word choices shape meaning or tone.

BENCHMARK /

BENCHMARK

4.

STRAND

Craft and Structure

EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Reading Literature
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	7.RL.4.	Reading Literature
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	7.RL.4.	Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	7.RL.4.	Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	7.RL.4.	Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	7.RL.4. 7.RI.1.	Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama. Oregon English Language Arts and Literacy Standards Reading Informational Text

EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, 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	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, 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	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	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	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 5: WRITING FROM PICTURES Week 8 Page 81-92

Grade 7 - Adopted: 2019/Effective 2021

STANDARD	I
CONTENT	
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AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		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	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT ST ANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, 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	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, 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	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.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		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.

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 / 6-**BENCHMARK**

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

8.WHST.4. purpose, and audience.

STANDARD / CONTENT AREA

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	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 7 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

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

BENCHMARK 4.

EXPECTATION / CCRA.R. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD	I
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BENCHMARK

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	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION /	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.

STANDARD	I
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Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / CCRA.W. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a

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

STANDARD	I
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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, 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	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, 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	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Production and Distribution of Writing

EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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		College and Career Readiness Anchor Standards for Language
STANDARD / PROFICIENCY		

EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use

EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.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		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	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 7 - Adopted: 2019/Effective 2021

STANDARD	I
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AREA	

BENCHMARK / STRAND

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		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

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	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD /		Reading Informational Text
PROFICIENCY		

EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
STRAND		
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2. 7.W.2a.	
EXPECTATION / BENCHMARK		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia
EXPECTATION / BENCHMARK EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.

Establish and maintain an appropriate style for content, purpose, and audience.

EXPECTATION

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STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION /	CCRA.SL	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.

BENCHMARK

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CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / 6-BENCHMARK

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Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 8.WHST.1 a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 11 Page 115-134

Oregon Academic Content Standards Language Arts Grade 7 - Adopted: 2019/Effective 2021

STANDARD / CONTENT

BENCHMARK

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas

EXPECTATION / CCRA.R. 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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BENCHMARK

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION /	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.

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BENCHMARK 6.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

STANDARD / CONTENT AREA

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EXPECTATION / BENCHMARK

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Text Types and Purposes

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

 $Write\ informative \textit{l} explanatory\ texts\ to\ examine\ a\ topic\ and\ convey\ ideas,\ concepts,\ and\ information\ through\ the\ selection,\ organization,\ and\ analysis\ of\ relevant\ content.$

EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT ST ANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	7.W.4.	Writing
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	7.W.4. 7.W.5.	Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	7.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	7.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK CONTENT AREA CONTENT STANDARD /	7.W.5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oregon English Language Arts and Literacy Standards

EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECT ATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.

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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 135-140
		Oregon Academic Content Standards Language Arts Grade 7 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	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.
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EXPECTATION / 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.

BENCHMARK 5.

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AREA		
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	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, 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	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
ST ANDARD / 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 STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.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		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	6- 8.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		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 13 Page 141-148
		Oregon Academic Content Standards
		Language Arts Grade 7 - Adopted: 2019/Effective 2021
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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.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, 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	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.

EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1	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 7 - Adopted: 2019/Effective 2021

STANDARD	
CONTENT	
ΔRFΔ	

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

STANDARD / CONTENT AREA

BENCHMARK 9.

Oregon English Language Arts and Literacy Standards

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

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Text Types and Purposes
STRAND		
STRAND EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2. 7.W.2a.	
EXPECT ATION / BENCHMARK		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia
EXPECTATION / BENCHMARK EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION	7.W.2a. 7.W.2b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION	7.W.2a. 7.W.2b. 7.W.2d.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION	7.W.2a. 7.W.2b. 7.W.2d. 7.W.2e.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT	7.W.2a. 7.W.2b. 7.W.2d. 7.W.2e.	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain an appropriate style for content, purpose, and audience. Provide a concluding statement or section that follows from and supports the information or explanation presented.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /	7.W.2a. 7.W.2b. 7.W.2d. 7.W.2e.	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain an appropriate style for content, purpose, and audience. Provide a concluding statement or section that follows from and supports the information or explanation presented. Oregon English Language Arts and Literacy Standards

EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECT ATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	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 155-163
		Oregon Academic Content Standards Language Arts Grade 7 - 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 / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual BENCHMARK 1. evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RL.3.	Analyze how particular elements of a literary text interact.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RL.6.	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.

STANDARD	I
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CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, 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	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
STANDARD /		Writing Text Types and Purposes
STANDARD / PROFICIENCY BENCHMARK /	7.W.3.	
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION	7.W.3 . 7.W.3a.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION	7.W.3a.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION	7.W.3a. 7.W.3b.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT	7.W.3a. 7.W.3b.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /	7.W.3a. 7.W.3b.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Oregon English Language Arts and Literacy Standards

7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
	Oregon English Language Arts and Literacy Standards
	Writing
	Range of Writing
7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	Oregon English Language Arts and Literacy Standards
	College and Career Readiness Anchor Standards for Language
	Conventions of Standard English
CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Oregon English Language Arts and Literacy Standards
	College and Career Readiness Anchor Standards for Language
	Knowledge of Language
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.
	Oregon English Language Arts and Literacy Standards
	College and Career Readiness Anchor Standards for Language
	Vocabulary Acquisition and Use
	7.W.10.

EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA

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Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1	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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CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		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	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD /		Reading Informational Text
PROFICIENCY		

EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, 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	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

Establish and maintain an appropriate style for content, purpose, and audience.

EXPECTATION

7.W.2e.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION /	CCRA.SL	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.

BENCHMARK

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CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	6- 8.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	6- 8.WHST.1 0.	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 7 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION /	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative

BENCHMARK 4. meanings, and analyze how specific word choices shape meaning or tone.

BENCHMARK 5.

EXPECTATION / 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	I
CONTENT	
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AREA		
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	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.RI.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EVECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.00.10.	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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 /		Vocabulary Acquisition and Use
STRAND		
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	7.L.4c.	Consult dictionaries, glossaries, thesauruses, as well as other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
EXPECTATION	7.L.5b.	Use the relationship between particular words to better understand each of the words.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6- 8.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	6- 8.WHST.1 0.	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 8: FORMAL ESSAY MODELS Week 18 Page 187-196
		Oregon Academic Content Standards
		Language Arts Grade 7 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	7.RI.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD /		Oregon English Language Arts and Literacy Standards

CONTENT

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1a.	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
EXPECTATION	7.W.1b.	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
EXPECTATION	7.W.1c.	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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 /	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

BENCHMARK . for meaning or style, and to comprehend more fully when reading or listening.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.

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Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1	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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BENCHMARK

analysis.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION /	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the

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CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK		Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD /		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, 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	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Knowledge of Language
EXPECT ATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.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		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6- 8.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	6- 8.WHST.1 0.	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 7 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	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

College and Career Readiness Anchor Standards for Reading

CONTENT STANDARD / PROFICIENCY

BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.

EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	7.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 a specific word choice on meaning and tone.
EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, 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	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2e.	Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
	7.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND EXPECTATION /	7.W.4. 7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
EXPECTATION / BENCHMARK EXPECTATION /		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT	7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	7.W.5.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. Oregon English Language Arts and Literacy Standards Writing

EXPECTATION / BENCHMARK	7.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	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY	CCRA.L.3	College and Career Readiness Anchor Standards for Language
CONTENT AREA CONTENT STANDARD I PROFICIENCY BENCHMARK I STRAND	CCRA.L.3	College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT	CCRA.L.3	College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	CCRA.L.3	College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.L.3	College and Career Readiness Anchor Standards for Language Knowledge of Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language

STANDARD	I
CONTENT	
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CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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		Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6- 8.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 / 6-BENCHMARK

0.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 8.WHST.1 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 7 - Adopted: 2019/Effective 2021

STANDARD /

Oregon English Language Arts and Literacy Standards

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

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 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

BENCHMARK

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

STANDARD	I
CONTENT	
AREA	

BENCHMARK

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RL.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of 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	7.RL.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 rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	7.RI.1.	Analyze what the text says explicitly as well as inferentially; cite several pieces of textual evidence to support the analysis.
EXPECTATION / BENCHMARK	7.Rl.2.	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RI.3.	Analyze the interactions between individuals, events, and ideas in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION /	7.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 a specific word choice on meaning and tone.

EXPECTATION / BENCHMARK	7.RI.5.	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.1.	Write arguments to support claims with clear reasons and relevant evidence.
EXPECTATION	7.W.1d.	Establish and maintain an appropriate style for content, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Text Types and Purposes
STRAND		
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2. 7.W.2a.	
EXPECT ATION / BENCHMARK		Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia
EXPECTATION / BENCHMARK EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION	7.W.2a. 7.W.2b.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION	7.W.2a. 7.W.2b. 7.W.2d.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION	7.W.2a. 7.W.2b. 7.W.2d. 7.W.2e.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain an appropriate style for content, purpose, and audience.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT	7.W.2a. 7.W.2b. 7.W.2d. 7.W.2e.	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain an appropriate style for content, purpose, and audience. Provide a concluding statement or section that follows from and supports the information or explanation presented.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /	7.W.2a. 7.W.2b. 7.W.2d. 7.W.2e.	through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain an appropriate style for content, purpose, and audience. Provide a concluding statement or section that follows from and supports the information or explanation presented. Oregon English Language Arts and Literacy Standards

EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
	7.W.7.	Research to Build and Present Knowledge Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STRAND EXPECTATION /	7.W.7. 7.W.8.	Conduct short research projects to answer a question, drawing on several sources and generating additional
EXPECTATION / BENCHMARK EXPECTATION /		Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	7.W.8.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT	7.W.8.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	7.W.8.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY	7.W.8.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. Oregon English Language Arts and Literacy Standards Writing

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	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.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		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	6- 8.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	6- 8.WHST.1 0.	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 9: FORMAL CRITIQUE Week 22 Page 241-258
		Oregon Academic Content Standards Language Arts Grade 7 - 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 / CCRA.R. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual BENCHMARK 1. evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	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	7.RL.2.	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	7.RL.3.	Analyze how particular elements of a literary text interact.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	7.RL.6.	Analyze how an author develops and contrasts the points of view or perspectives of different characters or narrators in a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD /		College and Career Readiness Anchor Standards for Writing
PROFICIENCY		

EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
	7.W.3. 7.W.3a.	
/ BENCHMARK		descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or
EXPECTATION EXPECTATION	7.W.3a. 7.W.3b.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and
EXPECTATION EXPECTATION EXPECTATION	7.W.3a. 7.W.3b. 7.W.3d.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT	7.W.3a. 7.W.3b. 7.W.3d.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. Provide a conclusion that follows from and reflects on the narrated experiences or events.

EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language

EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
EXPECTATION	7.SL.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
EXPECTATION	7.SL.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	6- 8.WHST.1 0.	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 7 - Adopted: 2019/Effective 2021

STANDARD	
CONTENT	
AREA	

7		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards
AREA		
CONTENT STANDARD / PROFICIENCY		Reading Literature
CONTENT STANDARD /		Reading Literature Key Ideas and Details
CONTENT STANDARD / PROFICIENCY	7.RL.2.	
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	7.RL.2. 7.RL.3.	Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text; provide an
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK		Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text.
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT		Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text. Analyze how particular elements of a literary text interact.
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /		Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text; provide an evidence-based summary of the text. Analyze how particular elements of a literary text interact. Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	7.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
STANDARD /		College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing
STANDARD / PROFICIENCY BENCHMARK /	CCRA.W.	
BENCHMARK / STRAND	4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION /	4. CCRA.W. 5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	4. CCRA.W. 5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	4. CCRA.W. 5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	4. CCRA.W. 5.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
EXPECTATION	7.W.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	7.W.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION	7.W.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION	7.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	7.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
EXPECTATION	7.W.3a.	Engage and orient the reader by establishing a context and point of view or perspective and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
EXPECTATION	7.W.3b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
EXPECTATION	7.W.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
EXPECTATION	7.W.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	7.W.5.	With some guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

EXPECTATION / BENCHMARK	7.W.6.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	7.W.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
ST ANDARD /		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	7.L.1a.	Explain the function of phrases and clauses in general and their function in specific sentences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	7.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	7.L.2b.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	7.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	7.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		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / **BENCHMARK**

0.

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or 8.WHST.1 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 7 - 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		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

STANDARD / CONTENT

AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY	Reading Literature
BENCHMARK / STRAND	Craft and Structure

EXPECTATION / 7.RL.4. BENCHMARK

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.

STANDARD / CONTENT **AREA**

Oregon English Language Arts and Literacy Standards

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

EXPECTATION / 7.RL4. **BENCHMARK**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a 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** 2.

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

STANDARD	I
CONTENT	
ΔRFΔ	

Oregon English Language Arts and Literacy Standards

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
STRAND	7.W.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
STRAND	7.W.2. 7.W.2a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information
EXPECT ATION / BENCHMARK		Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia
EXPECTATION / BENCHMARK EXPECTATION	7.W.2a.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION	7.W.2a. 7.W.2b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT	7.W.2a. 7.W.2b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /	7.W.2a. 7.W.2b.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	7.W.2a. 7.W.2b.	Writing Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful in aiding comprehension. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Use precise language and domain-specific vocabulary to inform about or explain the topic. Oregon English Language Arts and Literacy Standards Writing

convey experiences and events.

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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	7.W.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	7.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	7.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	7.L.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening

BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION BENCHMARK	7.SL.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
EXPECTATION	7.SL.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
TANDARD / CONTENT REA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	7.SL.2.	Analyze the main ideas and supporting details presented in diverse media and formats, and explain how the ideas clarify a topic, text, or issue under study.
TANDARD / CONTENT REA		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	6- 8.WHST.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK 8.WHST.1 a day or two) for a range of discipline-specific tasks, purposes, and audiences.