Main Criteria: Structure and Style for Students Secondary Criteria: Oregon Academic Content Standards Subject: Language Arts Grade: 10

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 1 Page 9-26

Oregon Academic Content Standards Language Arts

Grade 10 - Adopted: 2019/Effective 2021

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION /CCRA.W.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aBENCHMARK10.single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT STANDARD /		Writing
PROFICIENCY BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.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.
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.
ST ANDARD / 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.

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

STANDARD /	
CONTENT	

Oregon English Language Arts and Literacy Standards

AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

CONTENT Language STANDARD / PROFICIENCY **BENCHMARK /** Vocabulary Acquisition and Use STRAND EXPECTATION 9-10.L.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on / BENCHMARK grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. EXPECTATION 9-Use context as a clue to the meaning of a word or phrase.

10.L.4a.

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
ST ANDARD / CONT ENT 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

EXPECTATION 9- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or 10.SL.1c. larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION /	9_	Present information findings and supporting evidence clearly concisely and logically so listener

EXPECTATION /9-Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow theBENCHMARK10.SL.4.line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose,
audience, and task.

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

CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

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

EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
ST ANDARD / CONT ENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION /9-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting orBENCHMARK10.WHST.a day or two) for a range of discipline-specific tasks, purposes, and audiences.10.

UNIT 1: NOTE MAKING AND OUTLINES/ UNIT 2: WRITING FROM NOTES Week 2 Page 27-36

Oregon Academic Content Standards Language Arts

Grade 10 - Adopted: 2019/Effective 2021

ST ANDARD / CONT ENT 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 /CCRA.R.Analyze how and why individuals, events, and ideas develop and interact over the course of a text.BENCHMARK3.

ST ANDARD / 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.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
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. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION /CCRA.W.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.BENCHMARK5.

EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.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.
ST ANDARD / 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

EXPECTATION 9-10.L.1b.

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

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

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

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

	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECT AT ION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
EXPECTATION	9- 10.L.4c.	Consult dictionaries, glossaries, thesauruses, as well asl other general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration

EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.SL .4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9- 10.SL.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies

BENCHMARK / STRAND		Craft and Structure	
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. H.5.	
ST ANDARD / CONTENT AREA	NTENT		
CONTENT STANDARD / PROFICIENCY		Writing	
BENCHMARK / STRAND		Text Types and Purposes	
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	
CONTENT STANDARD / PROFICIENCY		Writing	
BENCHMARK / STRAND		Production and Distribution of Writing	
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	
CONTENT STANDARD / PROFICIENCY		Writing	
BENCHMARK / STRAND		Research to Build and Present Knowledge	
EXPECTATION / BENCHMARK	9- 10.WHST.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the	

7.

r. question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple s subject, demonstrating understanding of the subject under investigation. EXPECTATION / 9-BENCHMARK 10.W 8.

9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively;
10.WHST. assess the usefulness of each source in answering the research question; integrate information into the text
8. selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY	Writing
BENCHMARK / STRAND	Range of Writing
EXPECTATION / 9-	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or

BENCHMARK 10.WHST. a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Oregon English Language Arts and Literacy Standards

10.

UNIT 3: RETELLING NARRATIVE STORIES Week 3 Page 37-48

Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021

ST ANDARD / CONTENT AREA

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

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
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BENCHMARK 10.

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

STANDARD /	
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9- 10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
EXPECTATION / BENCHMARK	9- 10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
EXPECTATION /	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
BENCHMARK	10.RL.0.	

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

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

EXPECTATION / 9-10.RI.9. Analyze documents of historical and literary significance, including how they address related themes and concepts. BENCHMARK

STANDARD / CONTENT AREA	Oregon English Language Arts and Literacy Standards

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

EXPECTATION /CCRA.W.Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,BENCHMARK3.and well-structured event sequences.

STANDARD / Oregon English Language Arts and Literacy Standards CONTENT

AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ST ANDARD / CONT ENT 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 BENCHMARK 10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

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

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards

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

EXPECTATION 9- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of 10.W.3e. the narrative.

ST ANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

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

EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	-	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9- 10.SL.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards

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AREA	

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONT ENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing

EXPECTATION /9-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting orBENCHMARK10.WHST.a day or two) for a range of discipline-specific tasks, purposes, and audiences.10.

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 49-56

Oregon Academic Content Standards

Language Arts

Grade 10 - Adopted: 2019/Effective 2021

ST ANDARD / 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 textualBENCHMARK1.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 /		Range of Reading and Level of Text Complexity
STRAND		
	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STRAND		
STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT		Read and comprehend complex literary and informational texts independently and proficiently.
STRAND EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /		Read and comprehend complex literary and informational texts independently and proficiently. Oregon English Language Arts and Literacy Standards
ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD / PROFICIENCY BENCHMARK /		Read and comprehend complex literary and informational texts independently and proficiently. Oregon English Language Arts and Literacy Standards Reading Literature
ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD / PROFICIENCY BENCHMARK / ST RAND	9-	Read and comprehend complex literary and informational texts independently and proficiently. Oregon English Language Arts and Literacy Standards Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the
ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION / EXPECTATION /	10. 9- 10.RL.2. 9-	Read and comprehend complex literary and informational texts independently and proficiently. Oregon English Language Arts and Literacy Standards Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text. Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot

BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
EXPECTATION / BENCHMARK	9- 10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT ATION / BENCHMARK		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT ATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

ST ANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

AREA

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

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

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.

 EXPECTATION
 9 Propel conversations by posing and responding to questions that relate the current discussion to broader themes or 10.SL.1c.

 larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

ST ANDARD / CONT ENT	Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 4: SUMMARIZING A REFERENCE Week 5 Page 57-70
		Oregon Academic Content Standards
		Language Arts
		Grade 10 - Adopted: 2019/Effective 2021
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

EXPECTATION /9-Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, andBENCHMARK10.RL.4.technical meanings; analyze word choice and the impact on meaning.

STANDARD / Oregon English Language Arts and Literacy Standards CONTENT

Reading Literature

AREA

CONTENT

STANDARD / PROFICIENCY

BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.RL.9.	Analyze how an author alludes to the themes or topics from another source.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.Rl.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT AT ION / BENCHMARK		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9- 10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
	9-10.W.4.	Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STRAND		Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose,
ST RAND EXPECTATION / BENCHMARK EXPECTATION /	9-10.W.5.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should
ST RAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION /	9-10.W.5.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
ST RAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK ST ANDARD / CONT ENT	9-10.W.5.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST RANDEXPECTATION / BENCHMARKEXPECTATION / BENCHMARKEXPECTATION / BENCHMARKST ANDARD / CONT ENT AREACONT ENT ST ANDARD / CONT ENT ST ANDARD /	9-10.W.5.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Oregon English Language Arts and Literacy Standards
EXPECTATION / 9-10.W.9. Draw and cite evidence from literary or informational texts to support analysis, reflection, and research. BENCHMARK

STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST ANDARD / CONT ENT 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.
ST ANDARD / 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 / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for BENCHMARK reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in 6. gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ST ANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

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

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA

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

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

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

EXPECTATION 9-Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing 10.L.3a. mode.

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.

EXPECTATION 9-Use context as a clue to the meaning of a word or phrase. 10.L.4a. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT Language STANDARD / PROFICIENCY **BENCHMARK /** Vocabulary Acquisition and Use STRAND EXPECTATION / 9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, BENCHMARK speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / PROFICIENCY **BENCHMARK** / **Comprehension and Collaboration** STRAND EXPECTATION / CCRA.SL Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building BENCHMARK .1. on others' ideas and expressing their own clearly and persuasively. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT College and Career Readiness Anchor Standards for Speaking and Listening STANDARD / PROFICIENCY **BENCHMARK /** Presentation of Knowledge and Ideas STRAND EXPECTATION / CCRA.SL Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the BENCHMARK .4. organization, development, and style are appropriate to task, purpose, and audience. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT Speaking and Listening STANDARD / PROFICIENCY **BENCHMARK / Comprehension and Collaboration** STRAND EXPECTATION 9-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and / BENCHMARK 10.SL.1. teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **EXPECTATION** 9-Come to discussions prepared, having read and researched material under study; explicitly draw on that

preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,

10.SL.1a.

well-reasoned exchange of ideas.

EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9- 10.SL.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Presentation of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.SL.4.	Present information, findings, and supporting evidence clearly, concisely, and logically, so listeners can follow the line of reasoning; ensure that the organization, development, substance, and style are appropriate to purpose, audience, and task.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing

STRAND Produce clear and coherent writing in which the development, organization, and style are appropriate to task, 10.WHST, 10.WHST, 10.WHST, 4. EXPECTATION / 9. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking the Arena and the individual or shared writing products, taking the Arena and the internet information and to display information flexibly and dynamically. STANDARD / 0. Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT Writing REACHMARK / 10.WHST, TRANDARD / 10.WHST, TRANDARD / 10.WHST, TRANDARD / 20. Research to Build and Present Knowledge EXPECTATION / 9. Conduct short as well as more sustained research projects to answer a question (including a self-generated guestion) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject. demonstrating understanding of the subject under investigation. EXPECTATION / 9. Gather relevant information from multiple automitative print and digital sources, using advanced searches effectively; 10.WHST, selesctively in maintain the flow of ideas, avoiding plagiansm and following a standard formation into the text selectively in maintain the of or of ideas, avoiding plagiansm and following a standard formation citation. EXPECTATION / 9. Draw evidence from informational texts to support analysis, reflection, and research. EXPECTATION / 9. Draw evidence from informational texts to support analysis, reflection, and research. EXPECTATION / 9. </th <th>BENCHMARK /</th> <th></th> <th>Production and Distribution of Writing</th>	BENCHMARK /		Production and Distribution of Writing
BENCHMARK 10.WHST. purpose, and audience. 4. 4. EXPECTATION / 9- BENCHMARK 10.WHST. 0. odvantage of technology: capacity to link to other information and to display information flexibly and dynamically. 6. 0regon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT Writing PROFICIENCY Writing EEXPECTATION / 9- EXPECTATION / 9- CONTENT Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem: narrow or broaden the inquiry when appropriate; synthesize multiple sources on the zubject, demonstrating understanding of the subject under investigation. EXPECTATION / 9- EXPECTATION / 9- EXPECTATION / 9- EXPECTATION / 9- BENCHMARK / 0- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard formation into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard formation.	STRAND		
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CONTENT AREA Writing CONTENT STANDARD / PROFICIENCY Writing BENCHMARK / STRAND Research to Build and Present Knowledge EXPECTATION / BENCHMARK 9- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. EXPECTATION / BENCHMARK 9- Gather relevant information from multiple authonitative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. EXPECTATION / BENCHMARK 9- Draw evidence from informational texts to support analysis, reflection, and research. 9. EXPECTATION / BENCHMARK 9- Draw evidence from informational texts to support analysis, reflection, and research. 9. STANDARD / PROFICIENCY Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT STANDARD / PROFICIENCY Writing		10.WHST.	
STANDARD / PROFICIENCY Research to Build and Present Knowledge EENCHMARK / STRAND 	CONTENT		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
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BENCHMARK 10.WHST. question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. EXPECTATION / 9- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. EXPECTATION / 9- BENCHMARK 10.WHST. 8. Draw evidence from informational texts to support analysis, reflection, and research. BENCHMARK 10.WHST. 9. Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONT ENT Writing BENCHMARK / Nange of Writing			Research to Build and Present Knowledge
BENCHMARK 10.WHST. assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. EXPECTATION / BENCHMARK 9- Draw evidence from informational texts to support analysis, reflection, and research. STANDARD / CONTENT AREA 0. Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT STANDARD / PROFICIENCY Writing BENCHMARK / Range of Writing		10.WHST.	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
BENCHMARK 10.WHST. 9. STANDARD / 9. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT Read Writing Writing BENCHMARK / Range of Writing		10.WHST.	assess the usefulness of each source in answering the research question; integrate information into the text
CONTENT AREA Writing CONTENT STANDARD / PROFICIENCY Writing BENCHMARK / Range of Writing		10.WHST.	Draw evidence from informational texts to support analysis, reflection, and research.
ST ANDARD / PROFICIENCY BENCHMARK / Range of Writing	CONTENT		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
	STANDARD /		Writing
			Range of Writing
EXPECTATION /9-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting orBENCHMARK10.WHST.a day or two) for a range of discipline-specific tasks, purposes, and audiences.10.		10.WHST.	
UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82			UNIT 4: SUMMARIZING A REFERENCE Week 6 Page 71-82
Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021			Language Arts
STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA	CONTENT		Oregon English Language Arts and Literacy Standards
CONTENT College and Career Readiness Anchor Standards for Reading ST ANDARD / PROFICIENCY	STANDARD /		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND Key Ideas and Details			Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure

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

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.

ST ANDARD / CONT ENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD /		Oregon English Language Arts and Literacy Standards

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

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECT ATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

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

EXPECTATION /9-10.L.6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
speaking, and listening at the college and career readiness level; demonstrate independence in gathering
vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD /	Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT	
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BENCHMARK / STRAND Craft and Structure	

EXPECTATION /9-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.BENCHMARK10.RH.5.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 5: WRITING FROM PICTURES Week 7 Page 83-90
		Oregon Academic Content Standards Language Arts
ST ANDARD / CONTENT AREA		Grade 10 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards
CONTENT		Grade 10 - Adopted: 2019/Effective 2021
CONTENT AREA CONTENT STANDARD /		Grade 10 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.R. 1.	Grade 10 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	1.	Grade 10 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / BENCHMARK EXPECTATION / BENCHMARK	1. CCRA.R.	Grade 10 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT	1. CCRA.R.	Grade 10 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	1. CCRA.R.	Grade 10 - Adopted: 2019/Effective 2021 Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 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	Range of Reading and Level of Text Complexity

EXPECTATION /CCRA.R.Read and comprehend complex literary and informational texts independently and proficiently.BENCHMARK10.

ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK /		Craft and Structure
STRAND		
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
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. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
	0.10.14.4	Produce clear and coherent writing in which the development organization, and style are relevant to task numose

EXPECTATION /9-10.W.4.Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose,BENCHMARKand audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
	9- 10.W.10.	Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST RAND		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD /		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards
ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD / PROFICIENCY BENCHMARK /	10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language
ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION /	10.W.10. CCRA.L.2	 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language Conventions of Standard English
ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT	10.W.10. CCRA.L.2	 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards 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.
ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT AREA	10.W.10. CCRA.L.2	 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards 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

EXPECTATION /CCRA.L.3Apply knowledge of language to understand how language functions in different contexts, to make effective choicesBENCHMARK.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. 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.

ST ANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

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

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

10.L.3a. mode.

STANDARD /	
CONTENT	

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9-	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD /
CONTENT
AREA

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

EXPECTATION /9-10.L.6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
speaking, and listening at the college and career readiness level; demonstrate independence in gathering
vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ST ANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 5: WRITING FROM PICTURES Week 8 Page 91-100
		Oregon Academic Content Standards Language Arts
		Grade 10 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

AREA		
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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
ST ANDARD / 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		By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of

ideas, avoiding plagiarism and following a standard format for citation.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECT AT ION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 5: WRITING FROM PICTURES Week 9 Page 101-108
		Oregon Academic Content Standards Language Arts
		Grade 10 - Adopted: 2019/Effective 2021
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
ST ANDARD / 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	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9-10.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 specific word choice on meaning and tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

ST ANDARD / CONT ENT AREA

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

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

STANDARD /	
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

STANDARD / Oregon English Language Arts and Literacy Standards CONTENT AREA

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

BENCHMARK	each source in answering the research question; integrate information into a text selectively to maintain the flo
	ideas, avoiding plagiarism and following a standard format for citation.

STANDARD /
CONTENT
AREA

Oregon English Language Arts and Literacy Standards

AREA

CONTENT Writing STANDARD / PROFICIENCY **BENCHMARK / Range of Writing** STRAND Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a EXPECTATION / 9-BENCHMARK 10.W.10. single sitting or a day or two) for a range of tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards STANDARD / CONTENT

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

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

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

CONTENT Language BENCHMARK / Language BENCHMARK / Knowledge of Language BENCHMARK / Knowledge of Language EXPECTATION 9-10.1.3. Apply knowledge of language to understand how language functions in different contexts, and to make inferent contexts EXPECTATION 9-10.1.3. EXPECTATION 0 Wile and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing node. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT Language STANDARD / Vocabulary Acquisition and Use EXPECTATION 9-10.1.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on clause, word parts, word relationships, and reference materials. EXPECTATION 9-10.1.4. DE context as a clue to the meaning of a word or phrase. ID L.4a. Oregon English Language Arts and Literacy Standards STANDARD / 0 Use context as a clue to the meaning of a word or phrase. ID L.4a. Vocabulary Acquisition and Use STANDARD / Oregon English Language Arts and Literacy Standards <th></th> <th></th> <th></th>			
JEENCHMARK spelling when writing. EXPECTATION 9-101.2c Spell correctly. STANDARD / CONTENT / PROFICIENCY Cregon English Language Arts and Literacy Standards CONTENT / PROFICIENCY Cregon English Language Arts and Literacy Standards CONTENT / PROFICIENCY Apply Honoledge of Language to understand how language functions in different contexts, and to make index enditions. EXPECTATION 9-10.1.3. Apply Honoledge of anguage to understand how language functions in different contexts, and to make index. EXPECTATION 9-10.1.3. Apply Honoledge of anguage to understand how language functions in different contexts, and to make index. EXPECTATION 9-10.1.3. Mote and edit work so that contoms to the guidelines in a style manual appropriate for the discipline and with 30.1.3. STANDARD / PROFICIENCY Q Vocabulary Acquisition and Use EXPECTATION 9-10.4. getermine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on class. word parts. word relationships, and reference materials. EXPECTATION 9-10.4. getermine and/or clarify the meaning of a word or phrase. STANDARD / REACHMARK / STANDARD			Conventions of Standard English
STANDARD / Oregon English Language Arts and Literacy Standards STANDARD / Language BENCHMARK / Mowledge of Language STANDARD // Nowledge of Language BENCHMARK / Nowledge of Language STANDARD // Nowledge of Language STANDARD // Nowledge of Language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience. EXPECTATION P. STANDARD / Oregon English Language Arts and Literacy Standards CONTENT STANDARD / Propose English Language Arts and Literacy Standards CONTENT STANDARD / Ianguage CONTENT STANDARD / Vocabulary Acquisition and Use STANDARD / Ianguage BENCHMARK / Ianguage PROFICIENCY Policiae and/or clarify the meaning of unknown and multiplemeaning words and phrases based on cluws, word parts, word relationships, and reference materials. EXPECTATION Policiae PROFICIENCY Ianguage STANDARD / Oregon English Language Arts and Literacy Standards STANDARD / Ianguage STANDARD / Policiae STANDARD / Ianguage STANDARD /		9-10.L.2.	
CONTENT RAFA Language CONTENT STANDARD / STRAND Language BENCHMARK / STRAND Modelege of Language STRAND	EXPECTATION	9-10.L.2c.	Spell correctly.
STANDARD / POINTEINCY BENCHMARK / Image: Comparison of the co	ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
STRAND Image: Content of the considering	STANDARD /		Language
/ BENCHMARK effective choices for meaning, style, and audience. EXPECTATION 9- JOL_3a. Write and edit work so that it conforms to the guidelines in a syle manual appropriate for the discipline and writing mode. STANDARD / CONTENT Oregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY Language BENCHMARK / IBENCHMARK			Knowledge of Language
10.L.3a. mode. STANDARD / CONTENT Cregon English Language Arts and Literacy Standards CONTENT STANDARD / PROFICIENCY Image BENCHMARK / Image Vocabulary Acquisition and Use STRAND 9-10.L.4. DETERTING STRAND 9-10.L.5. ACCONTENT Strand Catego STRANDARD / Componenting Strand Strand Strand Use Strand Strand Use STRANDARD / StrandardS Tor Literacy in History/Social Studies and Science and Technical Subjects <td></td> <td>9-10.L.3.</td> <td></td>		9-10.L.3.	
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STANDARD / PROFICIENCY BENCHMARK / Vocabulary Acquisition and Use STAND 9-10.L.4. DETERCHMARK 0-10.L.4. DETERCHMARK / Use context as a clue to the meaning of a word or phrase. 10.L.4. Oregon English Language Arts and Literacy Standards CONTENT Content as a clue to the meaning of a word or phrase. STANDARD / Proficiency DESCHMARK / Image EXPECTATION / 9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and lisening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. STANDARD / Pregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT STANDARD / Writing BENCHMARK / Mriting BENCHMARK / Text Types and Purposes	ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
STRAND Image: Content of the conten	STANDARD /		Language
/ BENCHMARK grades 9-10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. EXPECTATION 9- 10.L4a. Use context as a clue to the meaning of a word or phrase. STANDARD / CONTENT STANDARD / PROFICIENCY Cregon English Language Arts and Literacy Standards BENCHMARK / PROFICIENCY Language EXPECTATION / PROFICIENCY Vocabulary Acquisition and Use EXPECTATION / PROFICIENCY 9-10.L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. STANDARD / CONTENT STANDARD / PROFICIENCY Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects STANDARD / PROFICIENCY BENCHMARK / DENCHMARK / Writing			Vocabulary Acquisition and Use
10L4a. Oregon English Language Arts and Literacy Standards ST ANDARD / CONTENT Language ST ANDARK / ST ANDARK / POFOFICIENCY Vocabulary Acquisition and Use EXPECTATION / BENCHMARK / SPEAking, and lisening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. ST ANDARD / CONTENT Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT Writing BENCHMARK / Important Text Types and Purposes		9-10.L.4.	grades 9–10 reading and content, choosing flexibly from a range of strategies, including context
CONTENT AREA Language CONTENT STANDARD / PROFICIENCY Language BENCHMARK / STRAND Vocabulary Acquisition and Use EXPECTATION / STRAND 9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. STANDARD / CONTENT AREA Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT STANDARD / PROFICIENCY Writing BENCHMARK / Text Types and Purposes	EXPECTATION		Use context as a clue to the meaning of a word or phrase.
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ST RANDAcquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.ST ANDARD / CONT ENT AREAOregon Standards for Literacy in History/Social Studies and Science and Technical Subjects WritingBENCHMARK / PROFICIENCYWritingBENCHMARK /Text Types and Purposes	STANDARD /		Language
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CONTENT AREA Writing CONTENT STANDARD / PROFICIENCY Writing BENCHMARK / Text Types and Purposes		9-10.L.6.	speaking, and listening at the college and career readiness level; demonstrate independence in gathering
STANDARD / PROFICIENCY BENCHMARK / Text Types and Purposes	ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
	STANDARD /		Writing
			Text Types and Purposes

EXPECT AT ION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

10.

Oregon Academic Content Standards

Language Arts

Grade 10 - Adopted: 2019/Effective 2021

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

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

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

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

BENCHMARK 10.RL.1. a

analysis.

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA

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

STANDARD / Oregon English Language Arts and Literacy Standards CONTENT

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure

EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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
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BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Text Types and Purposes

STRAND		
EXPECTATION / BENCHMARK	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	-	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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 / CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. BENCHMARK .

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
		Demonstrate command of the commentions of standard English constraints mentantion and
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	CCRA.SL .1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9- 10.SL.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.RH.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9- 10.WHST. 9.	Draw evidence from informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language Arts

Grade 10 - Adopted: 2019/Effective 2021

		Grade 10 - Adopted: 2019/Effective 2021
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
ST ANDARD / CONT ENT 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.BENCHMARK10.

ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.Rl.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.Rl.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION /	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and

BENCHMARK technical meanings; analyze the impact of specific word choice on meaning and tone.

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
ST ANDARD / CONT ENT 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

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

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

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

STANDARD / CONTENT	Oregon English Language Arts and Literacy Standards
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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 / CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. BENCHMARK .

AREA		
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 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.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards Language
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Language
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION		Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	9-10.L.1. 9- 10.L.1b.	Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION EXPECTATION EXPECTATION STANDARD / CONTENT	9-10.L.1. 9- 10.L.1b.	Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD /	9-10.L.1. 9- 10.L.1b.	Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	9- 10.L.1. 9- 10.L.1b.	Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations. Oregon English Language Arts and Literacy Standards Language

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

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

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

EXPECTATION / 9-BENCHMARK 10.RH.9.

Compare and contrast treatments of the same topic in several primary and secondary sources.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9- 10.WHST. 9.	Draw evidence from informational texts to support analysis, reflection, and research.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 12 Page 139-142
		Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards
AREA		
AREA CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
CONTENT STANDARD /		College and Career Readiness Anchor Standards for Reading Key Ideas and Details
CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.R. 1.	
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND		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.
CONTENT STANDARD / PROFICIENCY BENCHMARK / BENCHMARK EXPECTATION / EXPECTATION /	1. CCRA.R. 2.	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 STANDARD / PROFICIENCY BENCHMARK / EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	1. CCRA.R. 2. CCRA.R.	Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT	1. CCRA.R. 2. CCRA.R.	Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	1. CCRA.R. 2. CCRA.R.	Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Oregon English Language Arts and Literacy Standards

EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the
	10.RL.1.	analysis.
STANDARD / CONTENT AREA		
CONTENT		analysis.
CONTENT AREA CONTENT STANDARD /		analysis. Oregon English Language Arts and Literacy Standards
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		analysis. Oregon English Language Arts and Literacy Standards Reading Literature
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION /	9- 10.RL.4.	analysis. Oregon English Language Arts and Literacy Standards Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and

BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.Rl.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
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. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

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

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

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

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.

Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT Language STANDARD / PROFICIENCY **BENCHMARK** / Vocabulary Acquisition and Use STRAND EXPECTATION 9-10.L.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on / BENCHMARK grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. EXPECTATION 9-Use context as a clue to the meaning of a word or phrase. 10.L.4a. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT Language

STANDARD / PROFICIENCY	
BENCHMARK / STRAND	Vocabulary Acquisition and Use

EXPECTATION /9-10.L.6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
speaking, and listening at the college and career readiness level; demonstrate independence in gathering
vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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

EXPECTATION /9-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.BENCHMARK10.RH.5.

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

CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.RH.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

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

EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

ST ANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT AREA

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

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

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

UNIT 7: INVENTIVE WRITING Week 13 Page 143-150

Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021

STANDARD / CONTENT AREA	Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY	College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND	Text Types and Purposes

EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ST ANDARD / CONT ENT 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9- 10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9- 10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

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

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Language

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

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
STANDARD /		Language Vocabulary Acquisition and Use
ST ANDARD / PROFICIENCY BENCHMARK /	9-10.L.6.	Vocabulary Acquisition and Use
ST ANDARD / PROFICIENCY BENCHMARK / ST RAND		Vocabulary Acquisition and Use Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering
ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION / BENCHMARK ST ANDARD / CONT ENT		Vocabulary Acquisition and Use Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ST ANDARD / PROFICIENCYBENCHMARK / ST RANDEXPECTATION / BENCHMARKST ANDARD / CONT ENT AREACONT ENT ST ANDARD / ST ANDARD /		Vocabulary Acquisition and Use Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

EXPECTATION 9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or 10.WHST. other information and examples appropriate to the audience's knowledge of the topic. 2b. EXPECTATION 9- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style 10.WHST. appropriate to the discipline and context as well as to the expertise of likely readers. 2d.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

UNIT 7: INVENTIVE WRITING Week 14 Page 151-156

Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021

College and Career Readiness Anchor Standards for Reading CONTENT STANDARD / PROFICIENCY **BENCHMARK** / Key Ideas and Details STRAND 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 / CCRA.R. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details BENCHMARK and ideas. 2. EXPECTATION / CCRA.R. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. BENCHMARK 3. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT **College and Career Readiness Anchor Standards for Reading** STANDARD / PROFICIENCY **BENCHMARK** / Craft and Structure STRAND 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. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT College and Career Readiness Anchor Standards for Reading STANDARD / PROFICIENCY **BENCHMARK** / Range of Reading and Level of Text Complexity STRAND EXPECTATION / CCRA.R. Read and comprehend complex literary and informational texts independently and proficiently. BENCHMARK 10. STANDARD / **Oregon English Language Arts and Literacy Standards**

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CONTENT
AREA
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 CONTENT
STANDARD /
PROFICIENCY
 Reading Literature

 BENCHMARK /
STRAND
 Key Ideas and Details

 EXPECTATION /
 9 Determine a theme or central idea of a text and analyze in detail its development over the course of the text,

 BENCHMARK
 10.RL.2.
 including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.

EXPECTATION / 9-BENCHMARK 10.RL.3.

BENCHMARK /

STRAND

Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.

ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
EXPECTATION / BENCHMARK	9- 10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing

Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a 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
	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION		
EXPECT ATION / BENCHMARK	10.W.1. 9-	and relevant and sufficient evidence.
EXPECTATION / BENCHMARK	10.W.1. 9- 10.W.1d. 9-	and relevant and sufficient evidence. Establish a style and tone relevant to the discipline in which they are writing. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION ST ANDARD / CONTENT	10.W.1. 9- 10.W.1d. 9-	and relevant and sufficient evidence. Establish a style and tone relevant to the discipline in which they are writing. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION ST ANDARD / CONTENT AREA CONTENT ST ANDARD /	10.W.1. 9- 10.W.1d. 9-	and relevant and sufficient evidence. Establish a style and tone relevant to the discipline in which they are writing. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Oregon English Language Arts and Literacy Standards
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION ST ANDARD / CONTENT AREA CONTENT ST ANDARD / PROFICIENCY BENCHMARK /	10.W.1. 9- 10.W.1d. 9- 10.W.1f. 9 -	and relevant and sufficient evidence. Establish a style and tone relevant to the discipline in which they are writing. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Oregon English Language Arts and Literacy Standards Writing
EXPECTATION / BENCHMARK EXPECTATION EXPECTATION EXPECTATION ST ANDARD / CONTENT AREA CONTENT ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECT AT ION	10.W.1. 9- 10.W.1d. 9- 10.W.1f. 9 -	and relevant and sufficient evidence. Establish a style and tone relevant to the discipline in which they are writing. Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Oregon English Language Arts and Literacy Standards Writing Text Types and Purposes Write informative/explanatory texts to examine and convey complex ideas, concepts, and information

EXPECTATION 9-

10.W.2e.

Establish a style and tone relevant to the discipline in which they are writing.

ST ANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	5 5 5 5 7
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9- 10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Production and Distribution of Writing
STRAND		
STRAND EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION /		
EXPECTATION / BENCHMARK EXPECTATION /	9-10.W.5.	and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK ST ANDARD / CONT ENT	9-10.W.5.	and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION /	9-10.W.5.	and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /	9-10.W.5.	and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Oregon English Language Arts and Literacy Standards

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

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.
ST ANDARD / 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECT AT ION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 7: INVENTIVE WRITING Week 15 Page 157-160
		Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading

EXPECTATION /CCRA.R.Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textualBENCHMARK1.evidence when writing or speaking to support conclusions drawn from the text.

Key Ideas and Details

BENCHMARK / STRAND

EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9- 10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
EXPECTATION / BENCHMARK	9- 10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		
STANDARD / PROFICIENCY		Reading Informational Text
STANDARD /		Reading Informational Text Key Ideas and Details
ST ANDARD / PROFICIENCY BENCHMARK /	9-10.RI.1.	-
ST ANDARD / PROFICIENCY BENCHMARK / ST RAND		Key Ideas and Details Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the
ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION / BENCHMARK EXPECTATION /	9-10.RI.2.	Key Ideas and Details Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it
ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	9-10.RI.2.	Key Ideas and Details Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text. Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are
ST ANDARD / PROFICIENCY BENCHMARK / ST RAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK ST ANDARD / CONTENT	9-10.RI.2.	Key Ideas and Details Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text. Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
EXPECTATION /9-10.RI.4.Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, andBENCHMARKtechnical meanings; analyze the impact of specific word choice on meaning and tone.

ST ANDARD / CONTENT AREA	Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY	Reading Informational Text
BENCHMARK / STRAND	Integration of Knowledge and Ideas

EXPECTATION / 9-10.RI.9. Analyze documents of historical and literary significance, including how they address related themes and concepts. BENCHMARK

CONTENT	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 /CCRA.W.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.BENCHMARK5.

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

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	CCRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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. 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.
ST ANDARD /		Oregon English Language Arts and Literacy Standards

ST ANDARD /	Oregon English Language Arts and Literacy
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.

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

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

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

EXPECTATION /9-10.L.6.Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
speaking, and listening at the college and career readiness level; demonstrate independence in gathering
vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ST ANDARD /	Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

ST ANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT AREA

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

UNIT 8: FORMAL ESSAY MODELS Week 16 Page 161-166

Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021

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.

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
	9-10.RI.1.	Key Ideas and Details Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STRAND		Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the
ST RAND EXPECTATION / BENCHMARK EXPECTATION /	9-10.RI.2.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it
ST RAND EXPECTATION / BENCHMARK EXPECTATION / EXPECTATION /	9-10.RI.2.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text. Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are
ST RAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK ST ANDARD / CONT ENT	9-10.RI.2.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text. Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ST RAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK ST ANDARD / CONTENT AREA CONTENT ST ANDARD /	9-10.RI.2.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text. Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Oregon English Language Arts and Literacy Standards
ST RAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD / PROFICIENCY BENCHMARK /	9-10.RI.2. 9-10.RI.3.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis. Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text. Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Oregon English Language Arts and Literacy Standards Reading Informational Text

AREA

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ST ANDARD / CONT ENT 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 /CCRA.W.Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (aBENCHMARK10.single sitting or a day or two) for a range of tasks, purposes, and audiences.

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9- 10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9- 10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English

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

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

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

CONTENT AREA

CONTENT Language STANDARD / PROFICIENCY **BENCHMARK** / Knowledge of Language STRAND EXPECTATION 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, and to make / BENCHMARK effective choices for meaning, style, and audience. **EXPECTATION** 9-Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing 10.L.3a. mode. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT Language STANDARD / PROFICIENCY **BENCHMARK /** Vocabulary Acquisition and Use STRAND EXPECTATION 9-10.L.4. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on / BENCHMARK grades 9-10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials. **EXPECTATION** 9-Use context as a clue to the meaning of a word or phrase. 10.L.4a. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT Language STANDARD / PROFICIENCY BENCHMARK / Vocabulary Acquisition and Use STRAND EXPECTATION / 9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, BENCHMARK speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT AREA CONTENT **Reading History/Social Studies** STANDARD / PROFICIENCY **Craft and Structure BENCHMARK /** STRAND EXPECTATION / 9-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. BENCHMARK 10.RH.5. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

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

EXPECTATION / 9-BENCHMARK 10.RH.9.

Compare and contrast treatments of the same topic in several primary and secondary sources.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

ST ANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / Research to Build and Present Knowledge

9- 10.WHST. 7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
9- 10.WHST. 9.	Draw evidence from informational texts to support analysis, reflection, and research.
	Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
	Writing
	Range of Writing
9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
	UNIT 8: FORMAL ESSAY MODELS Week 17 Page 167-174
	Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021
	Oregon English Language Arts and Literacy Standards
	College and Career Readiness Anchor Standards for Reading
	Key Ideas and Details
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.
CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCRA.R. 3.	Analyze now and why individuals, events, and ideas develop and interact over the course of a text.
	Oregon English Language Arts and Literacy Standards
	10.WHST. 7. 9- 10.WHST. 9. 9. 10.WHST. 9. 10.WHST. 10. CCRA.R. 1. CCRA.R. 2.

BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.RI.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EXPECTATION / CCRA.W. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. BENCHMARK 5. EXPECTATION / CCRA.W. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. BENCHMARK 6.

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. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9- 10.W.1b.	Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both.
EXPECTATION	9- 10.W.1c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.

EXPECTATION	9- 10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9- 10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION /	9-10.W.7.	Conduct short as well as more comprehensive research projects to answer a question (including a self-generated

EXPECTATION /9-10.W.7.Conduct short as well as more comprehensive research projects to answer a question (including a self-generated
question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the
subject, demonstrating understanding of the subject under investigation.

EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.
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.
ST ANDARD / CONT ENT 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 /CCRA.L.Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,BENCHMARK4.analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for BENCHMARK reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in 6. gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ST ANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

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

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA

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

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

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

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

EXPECTATION 9-Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing 10.L.3a. mode.

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.

EXPECTATION 9-Use context as a clue to the meaning of a word or phrase. 10.L.4a. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT Language STANDARD / PROFICIENCY **BENCHMARK /** Vocabulary Acquisition and Use STRAND EXPECTATION / 9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, BENCHMARK speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT AREA CONTENT **Reading History/Social Studies** STANDARD / PROFICIENCY **Craft and Structure BENCHMARK** / STRAND EXPECTATION / 9-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. BENCHMARK 10.RH.5. STANDARD / Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects CONTENT AREA CONTENT Reading History/Social Studies STANDARD / PROFICIENCY **BENCHMARK /** Integration of Knowledge and Ideas STRAND

EXPECTATION /9-Compare and contrast treatments of the same topic in several primary and secondary sources.BENCHMARK10.RH.9.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT AT ION / BENCHMARK	9- 10.WHST .1.	Write arguments focused on discipline-specific content.
EXPECTATION	9- 10.WHST. 1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

EXPECTATION	9- 10.WHST. 1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9- 10.WHST. 1c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9- 10.WHST. 1e.	Provide a concluding statement or section that follows from or supports the argument presented.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 8: FORMAL ESSAY MODELS Week 18 Page 175-184
		Oregon Academic Content Standards
		Language Arts
		Grade 10 - Adopted: 2019/Effective 2021
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		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

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.BENCHMARK9.approaches the authors take.

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.BENCHMARK10.

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9-10.Rl.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
EXPECTATION / BENCHMARK	9-10.RI.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9-10.RI.3.	Analyze how the author crafts an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
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. 1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT		Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		College and Career Readiness Anchor Standards for Writing
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	CCRA.W. 4.	College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK	CCRA.W. 4. CCRA.W. 5.	College and Career Readiness Anchor Standards for 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.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK	CCRA.W. 4. CCRA.W. 5. CCRA.W. 6.	College and Career Readiness Anchor Standards for 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. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK STANDARD / CONTENT	CCRA.W. 4. CCRA.W. 5. CCRA.W. 6.	College and Career Readiness Anchor Standards for 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. 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.

EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Text Types and Purposes
STRAND		
		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND EXPECTATION		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning
STRAND EXPECTATION / BENCHMARK	10.W.1. 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
STRAND EXPECTATION / BENCHMARK EXPECTATION	10.W.1. 9- 10.W.1a. 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
STRAND EXPECTATION EXPECTATION EXPECTATION	10.W.1. 9- 10.W.1a. 9- 10.W.1b. 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships
STRAND EXPECTATION EXPECTATION EXPECTATION EXPECTATION	10.W.1. 9- 10.W.1a. 9- 10.W.1b. 9- 10.W.1c. 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
STRAND EXPECTATION EXPECTATION EXPECTATION EXPECTATION EXPECTATION	10.W.1. 9- 10.W.1a. 9- 10.W.1b. 9- 10.W.1c. 9- 10.W.1d. 9-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop and supply evidence for claim(s) and counterclaims, while pointing out the strengths and limitations of both. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish a style and tone relevant to the discipline in which they are writing.

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9- 10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK /		Production and Distribution of Writing
STRAND		
STRAND EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION /		Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose,
EXPECTATION / BENCHMARK EXPECTATION /	9-10.W.5.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION /	9-10.W.5.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK ST ANDARD / CONT ENT	9-10.W.5.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK ST ANDARD / CONT ENT AREA CONT ENT ST ANDARD /	9-10.W.5.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Oregon English Language Arts and Literacy Standards

EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.
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.
ST ANDARD / CONT ENT 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 /CCRA.L.Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues,BENCHMARK4.analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

EXPECTATION / CCRA.L. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for BENCHMARK 6. reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

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

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

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9-	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing

10.L.3a. mode.

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

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CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.

EXPECTATION 9-Use context as a clue to the meaning of a word or phrase. 10.L.4a. STANDARD / **Oregon English Language Arts and Literacy Standards** CONTENT AREA CONTENT Language STANDARD / PROFICIENCY **BENCHMARK** / Vocabulary Acquisition and Use STRAND EXPECTATION / 9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, BENCHMARK speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

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

CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9- 10.RH.9.	Compare and contrast treatments of the same topic in several primary and secondary sources.

ST ANDARD /	Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT AT ION / BENCHMARK	9- 10.WHST .1.	Write arguments focused on discipline-specific content.
EXPECTATION	9- 10.WHST. 1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

EXPECTATION	9- 10.WHST. 1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9- 10.WHST. 1c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9- 10.WHST. 1e.	Provide a concluding statement or section that follows from or supports the argument presented.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge

EXPECTATION / BENCHMARK	9- 10.WHST. 7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
EXPECTATION / BENCHMARK	9- 10.WHST. 9.	Draw evidence from informational texts to support analysis, reflection, and research.	
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects	
CONTENT STANDARD / PROFICIENCY		Writing	
BENCHMARK / STRAND		Range of Writing	
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 185-188	
Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021			
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards	
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading	
BENCHMARK / STRAND		Key Ideas and Details	
EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards	
CONTENT			
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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	CCRA.R. 9.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.1.	Analyze what the text says explicitly as well as inferentially; cite strong and thorough textual evidence to support the analysis.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.

STANDARD / PROFICIENCY College and Details DENCHMARK / STRAND 0-10.RL1 Analyze what the text says explicitly as well as inferendally: cite storng and thorough textual evidence to support the energies and is shaped and refined by specific details. Provide an evidence-based summary of the text, including how it emergies and is shaped and refined by specific details. Provide an evidence-based summary of the text, EXPECTATION / 9-10.RL2 EXPECTATION / PROFINENCY 9-10.RL2 Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emergies and is shaped and refined by specific details. Provide an evidence-based summary of the text, made, how they are introduced and developed, and the connections that are drawn between them. EXPECTATION / STANDARD / CONTENT STANDARD / CONTENT STA			
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	CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
			Production and Distribution of Writing

EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	CCRA.W. 7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	CCRA.W. 8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
EXPECTATION / BENCHMARK	CCRA.W. 9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
		Oregon English Language Arts and Literacy Standards
ST ANDARD / CONTENT AREA		
CONTENT		Writing
CONTENT AREA CONTENT STANDARD /		
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Writing
CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND EXPECTATION		Writing Text Types and Purposes Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning

EXPECTATION	9- 10.W.1c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9- 10.W.1d.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9- 10.W.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
EXPECTATION	9- 10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2e.	Establish a style and tone relevant to the discipline in which they are writing.
EXPECTATION	9- 10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

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

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CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.7.	Conduct short as well as more comprehensive research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
EXPECTATION / BENCHMARK	9-10.W.9.	Draw and cite evidence from literary or informational texts to support analysis, reflection, and research.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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.
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 / CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices В

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

EXPECTATION 9-10.L.3. Apply knowledge of language to understand how language functions in different contexts, and to make / BENCHMARK effective choices for meaning, style, and audience.

EXPECTATION 9-10.L.3a.

Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.

Oregon English Language Arts and Literacy Standards

STANDARD / CONTENT AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RH.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Reading History/Social Studies
BENCHMARK / STRAND		Integration of Knowledge and Ideas

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .1.	Write arguments focused on discipline-specific content.
EXPECTATION	9- 10.WHST. 1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
EXPECTATION	9- 10.WHST. 1b.	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
EXPECTATION	9- 10.WHST. 1c.	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
EXPECTATION	9- 10.WHST. 1e.	Provide a concluding statement or section that follows from or supports the argument presented.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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

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

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

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

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Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021

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

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9- 10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
EXPECTATION / BENCHMARK	9- 10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
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. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
ST ANDARD / CONT ENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	-	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	-	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

EXPECTATION 9-10.W.2d.

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

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

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

BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	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 Language STANDARD / PROFICIENCY **BENCHMARK** / **Conventions of Standard English** STRAND EXPECTATION 9-10.L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or / BENCHMARK speaking. EXPECTATION 9-Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or 10.L.1b. presentations.

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA

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

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

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECT AT ION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9-	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing

10.L.3a. mode.

STANDARD / CONTENT

Oregon English Language Arts and Literacy Standards

AREA

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.

EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
ST ANDARD / 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK		Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9- 10.SL.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects

AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: RESPONSE TO LITERATURE Week 21 Page 229-248
		Oregon Academic Content Standards
		Language Arts Grade 10 - Adopted: 2019/Effective 2021
STANDARD /		
CONTENT AREA		Oregon English Language Arts and Literacy Standards
		Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Reading
AREA CONTENT STANDARD /		
AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	CCRA.R. 1.	College and Career Readiness Anchor Standards for Reading
AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	1.	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
AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / EXPECTATION / BENCHMARK EXPECTATION /	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
AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION /	1. CCRA.R. 2. CCRA.R.	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.
AREA CONTENT ST ANDARD / PROFICIENCY BENCHMARK / EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK EXPECTATION / BENCHMARK ST ANDARD / CONTENT	1. CCRA.R. 2. CCRA.R.	College and Career Readiness Anchor Standards for Reading Key Ideas and Details Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9- 10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
EXPECTATION / BENCHMARK	9- 10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9-10.RI.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
BENCHMARK STANDARD / CONTENT		and well-structured event sequences.
BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /		and well-structured event sequences. Oregon English Language Arts and Literacy Standards
BENCHMARK ST ANDARD / CONTENT AREA CONTENT ST ANDARD / PROFICIENCY BENCHMARK /	3.	and well-structured event sequences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Writing
BENCHMARK STANDARD / CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND	3. CCRA.W. 4.	and well-structured event sequences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

 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 / CONTENT AREA

BENCHMARK

10.

Oregon English Language Arts and Literacy Standards

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

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing

BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9- 10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
EXPECTATION	9- 10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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 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.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English

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

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

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

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.

STANDARD / CONTENT AREA

BENCHMARK / STRAND

Oregon English Language Arts and Literacy Standards

Vocabulary Acquisition and Use

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language

EXPECTATION /	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,
BENCHMARK		speaking, and listening at the college and career readiness level; demonstrate independence in gathering
		vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD / CONTENT AREA	Oregon English Language Arts and Literacy Standards
	College and Career Readiness Anchor Standards for Speaking and Listening

BENCHMARK / STRAND Comprehension and Collaboration	PROFICIENCY	
		Comprehension and Collaboration

EXPECTATION /CCRA.SLPrepare for and participate effectively in a range of conversations and collaborations with diverse partners, buildingBENCHMARK.1.on others' ideas and expressing their own clearly and persuasively.

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECT AT ION / BENCHMARK	•	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9- 10.SL.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

STANDARD /	
CONTENT	

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

AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONT ENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		UNIT 9: RESPONSE TO LITERATURE Week 22 Page 249-276
		Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Key Ideas and Details

EXPECTATION / BENCHMARK	CCRA.R. 1.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
EXPECTATION / BENCHMARK	CCRA.R. 2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
EXPECTATION / BENCHMARK	CCRA.R. 3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	CCRA.R. 4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
EXPECTATION / BENCHMARK	CCRA.R. 5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Reading
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	CCRA.R. 10.	Read and comprehend complex literary and informational texts independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9- 10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
EXPECTATION / BENCHMARK	9- 10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Integration of Knowledge and Ideas
EXPECTATION / BENCHMARK	9-10.Rl.9.	Analyze documents of historical and literary significance, including how they address related themes and concepts.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 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 /	CCRA.W.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details,

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	CCRA.L.2	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
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EXPECTATION /CCRA.L.3Apply knowledge of language to understand how language functions in different contexts, to make effective choicesBENCHMARK.for meaning or style, and to comprehend more fully when reading or listening.

STANDARD /
CONTENT
AREA

Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	CCRA.L. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
EXPECTATION / BENCHMARK	CCRA.L. 6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	9- 10.L.1b.	Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Conventions of Standard English
EXPECTATION / BENCHMARK	9-10.L.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	9-10.L.2c.	Spell correctly.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9- 10.L.3a.	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing mode.

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECT ATION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ST ANDARD / 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	9- 10.SL.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9- 10.SL.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

BENCHMARK /

STRAND

Range of Writing

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT ATION / BENCHMARK		Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing

 EXPECTATION /
 9 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or

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

 10.
 10.

UNIT 9: RESPONSE TO LITERATURE Week 23 Page 277-280

Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021

Oregon English Language Arts and Literacy Standards

ST ANDARD / CONTENT AREA

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

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

PROFICIENCY

CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Key Ideas and Details
EXPECTATION / BENCHMARK	9- 10.RL.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Provide an evidence-based summary of the text.
EXPECTATION / BENCHMARK	9- 10.RL.3.	Analyze the impact of the author's choices regarding the development of complex characters over the course of a text, the interaction with other characters and/or the social, cultural, historical context, and the advancement of the plot or the development of the theme.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
EXPECTATION / BENCHMARK	9- 10.RL.5.	Analyze the impact of author's choices concerning how to structure and develop a text, such as how to order events within it to advance the plot or theme, manipulate time, and situate within a social, cultural, and/or historical context.
EXPECTATION / BENCHMARK	9- 10.RL.6.	Analyze a perspective, point of view, or cultural experience in works that draw on a wide range of world literature across time and location, including consideration of which perspectives are represented and which are absent.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Literature
BENCHMARK / STRAND		Range of Reading and Level of Text Complexity
EXPECTATION / BENCHMARK	9- 10.RL.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text

BENCHMARK / Inte

Integration of Knowledge and Ideas

EXPECTATION / 9-10.RI.9. Analyze documents of historical and literary significance, including how they address related themes and concepts. BENCHMARK

	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	CCRA.W. 2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION / BENCHMARK	CCRA.W. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EXPECTATION / BENCHMARK	CCRA.W. 5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
EXPECTATION / BENCHMARK	CCRA.W. 6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	9- 10.W.1f.	Develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
EXPECTATION	9- 10.W.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.W.3.	Write narratives to develop real or imagined experiences or events using effective technique, well- chosen details, and well-structured event sequences.
EXPECTATION	9- 10.W.3a.	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view or perspectives, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
EXPECTATION	9- 10.W.3b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
EXPECTATION	9- 10.W.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

EXPECTATION	9- 10.W.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
EXPECTATION	9- 10.W.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
EXPECTATION / BENCHMARK	9-10.W.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most relevant to a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
EXPECTATION / BENCHMARK	9-10.W.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9-10.W.8.	Gather relevant information from multiple sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.W.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Language

BENCHMARK	I
STRAND	

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

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

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

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

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Knowledge of Language
EXPECTATION / BENCHMARK	9-10.L.3.	Apply knowledge of language to understand how language functions in different contexts, and to make effective choices for meaning, style, and audience.
EXPECTATION	9-	Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing

10.L.3a.

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STANDARD / CONTENT AREA

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

Oregon English Language Arts and Literacy Standards

EXPECT AT ION / BENCHMARK	9-10.L.4.	Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies, including context clues, word parts, word relationships, and reference materials.
EXPECTATION	9- 10.L.4a.	Use context as a clue to the meaning of a word or phrase.

STANDARD / CONTENT AREA

Oregon English Language Arts and Literacy Standards

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

EXPECTATION / 9-10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, BENCHMARK speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

STANDARD / 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 BENCHMARK .1. on others' ideas and expressing their own clearly and persuasively.

STANDARD /	Oregon English Language Arts and Literacy Standards
CONTENT	
AREA	

CONTENT STANDARD / PROFICIENCY		Speaking and Listening
BENCHMARK / STRAND		Comprehension and Collaboration
EXPECTATION / BENCHMARK	•	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
EXPECTATION	9- 10.SL.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
EXPECTATION	9- 10.SL.1b.	Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.
EXPECTATION	9- 10.SL.1c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing

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

 BENCHMARK
 10.WHST.
 purpose, and audience.

EXPECTATION /9-Use technology, including the Internet, to produce, publish, and update individual or shared writing products, takingBENCHMARK10.WHST.advantage of technology's capacity to link to other information and to display information flexibly and dynamically.6.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Research to Build and Present Knowledge
EXPECTATION / BENCHMARK	9- 10.WHST.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text

8. selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION /	9-	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or

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

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Oregon Academic Content Standards Language Arts Grade 10 - Adopted: 2019/Effective 2021

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

BENCHMARK /

STRAND

Craft and Structure

EXPECTATION / BENCHMARK	9- 10.RL.4.	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze word choice and the impact on meaning.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Reading Informational Text
BENCHMARK / STRAND		Craft and Structure
EXPECTATION / BENCHMARK	9-10.RI.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choice on meaning and tone.
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. 3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	CCRA.W. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ST ANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		College and Career Readiness Anchor Standards for Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	CCRA.W. 10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards

AREA

CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECTATION / BENCHMARK		Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
EXPECTATION	9- 10.W.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful in aiding comprehension.
EXPECTATION	9- 10.W.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.
EXPECTATION	9- 10.W.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
STANDARD / CONTENT AREA		Oregon English Language Arts and Literacy Standards
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9-10.W.4.	Produce clear and coherent writing in which the development, organization, and style are relevant to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD / CONTENT		Oregon English Language Arts and Literacy Standards
AREA		
		Writing
AREA CONTENT STANDARD /		Writing Range of Writing
AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /	9- 10.W.10.	-
AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / STRAND		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / EXPECTATION / BENCHMARK STANDARD / CONTENT		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / BENCHMARK / BENCHMARK STANDARD / CONTENT AREA CONTENT STANDARD /		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards
AREA CONTENT STANDARD / PROFICIENCY BENCHMARK / BENCHMARK / STANDARD / CONTENT AREA CONTENT STANDARD / PROFICIENCY BENCHMARK /		Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Oregon English Language Arts and Literacy Standards College and Career Readiness Anchor Standards for Language

CONTENT STANDARD / PROFICIENCY		Language
BENCHMARK / STRAND		Vocabulary Acquisition and Use
EXPECTATION / BENCHMARK	9-10.L.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
STANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Text Types and Purposes
EXPECT AT ION / BENCHMARK	9- 10.WHST .2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
EXPECTATION	9- 10.WHST. 2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
EXPECTATION	9- 10.WHST. 2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
ST ANDARD / CONT ENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Production and Distribution of Writing
EXPECTATION / BENCHMARK	9- 10.WHST. 4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
ST ANDARD / CONTENT AREA		Oregon Standards for Literacy in History/Social Studies and Science and Technical Subjects
CONTENT STANDARD / PROFICIENCY		Writing
BENCHMARK / STRAND		Range of Writing
EXPECTATION / BENCHMARK	9- 10.WHST.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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